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AUTHOR McDonald, Heather
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ABSTRACT

This thematic unit involves 1st and 2nd grade students in exploration of their own unique and special qualities. The interdisciplinary unit connects knowledge related to art, language arts, applied mathematics, social studies, and science. Lesson activities focus on topics of family, friends, health, and emotions. The unit encourages students to explore personal histories, values, and their own defining characteristics. Students save pieces of work for the ongoing project of a time capsule, which they construct, decorate, and make plans to open in 5 years. Each of 36 lesson activities includes a statement of purpose, a list of needed materials, a time frame, and learning goals. Assessment information is given. A unit overview, preparation information and reproducible student sheets are provided. (Contains 32 references.) (MM)

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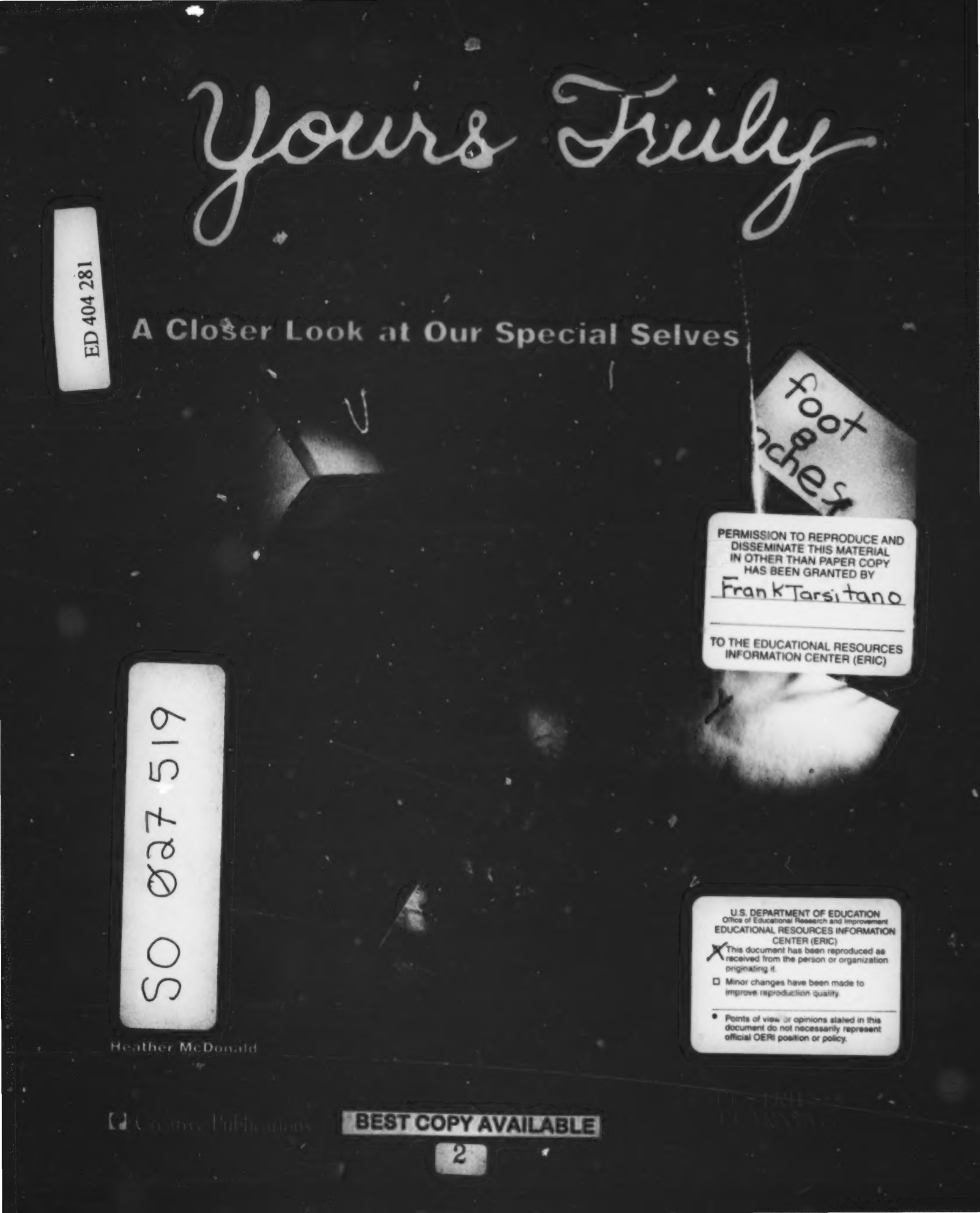
Yours Truly

A Closer Look at Our Special Selves



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Grades 1/2

Yours Truly

A Closer Look at Our Special Selves

Heather McDonald

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TAPESTRIES of LEARNING

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Editors: Sarah Le Forge, Mary Scott Martinson, and Kelly Stewart
Research: Sarah Le Forge
Design Director: Craig Matthews
Art Director: Hyru Gau
Cover Design: Nimbus Design
Cover Photograph: Rio C. Photography
Page Design: Steve Mehallo
Illustrator: Jane McCreary
Production Coordinator: Joe Shines
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The Integrated Curriculum group

Joan Westley, Senior Curriculum Developer
Heather McDonald, Curriculum Developer
Kelly Stewart, Senior Editor
Julie Pier Brodie, Associate Curriculum Developer

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Mountain View, California
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Foreword

Learning in infants and young children manifests itself as a determined effort to make sense of the world through the identification of connections and patterns. It is an active, engaging, and wholly satisfying process. The philosophy of the **Tapestries for Learning** series is rooted in a firm belief in the power of this sort of active meaning-making on the part of all learners, no matter their age. We believe that contextual learning that connects the disciplines and highlights the connections between them is most meaningful and memorable to students.

We are indeed in good company. Many teachers have felt for years that integrated topic-based learning is powerful and worthwhile. They have seen the lasting impression this type of learning has on their students. But they also know that developing high-quality integrative curriculum requires an enormous commitment of time in research and planning.

As we developed the Tapestries series, our goal was to provide teachers with complete, ready-to-use, topic-based units full of rich contextual learning experiences. We felt the tapestry metaphor was apt. Each unit is an intricate weaving of many strands and textures, out of which emerges a rich and detailed image and understanding of the topic.

We hope you and your students enjoy these units as much as we have enjoyed creating them for you!

Joan Westley and Heather McDonald
Tapestries for Learning™ series developers

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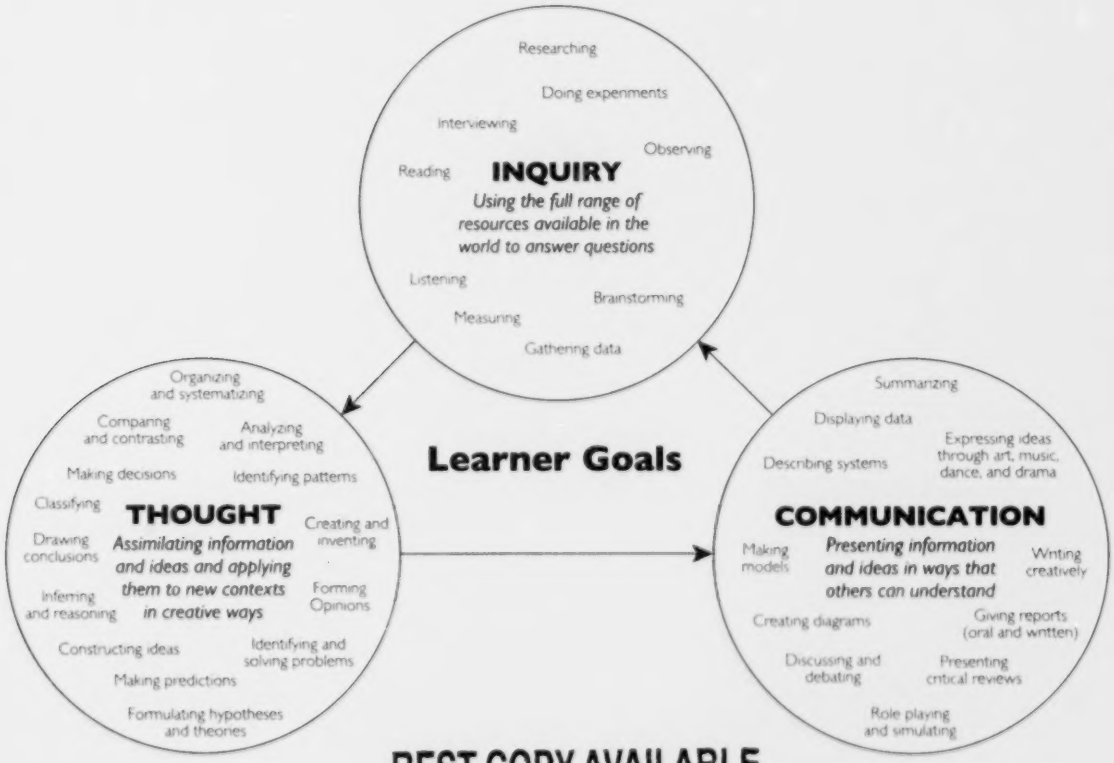
About
Tapestries for Learning™

Leaders in business and industry have long voiced the concern that many students finish school lacking the problem-solving skills required to be strong contributors to the work force. While graduates may have learned facts and discrete pieces of content, they lack the ability to (1) use the full range of available resources to find answers *(inquiry)*, (2) assimilate information and ideas and apply them to new contexts in creative ways *(thought)*, and (3) present information and ideas in ways that others can understand *(communication)*.

The goal of the **Tapestries for Learning** series is to cultivate powerful, active, life-long learners who are capable in all three of these areas. In each unit, students are expected to think independently, identify and use resources, pursue inquiries, analyze and synthesize information, and share their ideas effectively with others. These overall learning goals that bridge the curriculum areas are the central focus of the Tapestries learning experiences.



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INQUIRY In each unit in the series, students gather information from the world around them through reading, doing research, making observations, and listening to speakers. Knowing how to gather information effectively (locating information in reference books, for example) is an important focus of the units. Much of the content learning in Tapestries springs from studies conducted by the students. In this way, students become responsible for much of their own learning. The teacher's role throughout the units is that of facilitator rather than dispenser of knowledge.

Before you start any unit, you will want to visit the school or public library to gather a variety of books and other resources related to the unit topic (see Stock Your Shelves, page T10). These resources will be available to students for research, as well as for use during Independent Reading Time. Selections from the list can also be read aloud. The importance of immersing students in fiction and nonfiction related to the unit cannot be overstated.

THOUGHT The Tapestries series nurtures children's natural thoughtfulness and inventiveness by providing learning activities in which students actively organize their thinking and construct deeper meanings from the information they collect. The expectation for higher-order thinking and problem solving is high, but lessons are presented in such a way that students can approach the learning from many developmental levels, allowing them to grow in understanding no matter where their starting point may be.

COMMUNICATION Students have many opportunities to express themselves through writing during the course of a Tapestries unit. Creative writing, expository writing, written descriptions of solution strategies, poetry, persuasive writing, and book reviews are some examples of the experiences they will have. Oral presentations are an important focus as well. Students will be asked to share their thinking in small groups and to present research or survey results to the class.

Basic Skills

Embedded in the Tapestries lessons are opportunities for students to practice basic skills appropriate for their grade level. Because the skills are tied to projects or investigations in which they are actively engaged, students more often understand the need for a skill, are more interested in learning it, and more quickly develop mastery of it than when it is presented in isolation. They may even seek your assistance to learn a new skill that will help them in their explorations.

The clinic system As you observe a class working on a project or investigation, you may identify students who need help with a basic skill. In these situations, you can "call a clinic" for those students during independent work time. For example, during a project in which students create maps, you might call a clinic on using a map scale. During the clinic, you could present a review of the skill and provide a short practice activity. Students can then apply the skill to the project or investigation

that produced the need for it. Look for clinics tied to specific activities throughout the Tapestries units.

Record keeping As students work on the activities in this book, you may wish to keep records of their performance on observed skills. A handy tool for recording student mastery of key grade-level skills is *The Essential Skills Assessment System* (Creative Publications). The system works especially well with project- or topic-based teaching such as **Tapestries for Learning** because it allows you to record what students show they can do as they work on activities that are meaningful to them.

Performance Assessment

In each Tapestries unit, several activities present opportunities for performance assessment. These activities provide information about how students think through a complex, open-ended task and how they communicate their ideas so that others can understand them. The assessment activities tend to mirror the workplace, where it is often up to the individual to decide exactly how to approach and organize a task.

For these activities, it is important to introduce the task clearly but avoid suggesting ways to go about completing the assignment. This will allow you to see how individual students approach the work. In your introduction you'll also want to let students know the criteria on which you will evaluate them. Assessment criteria are given with each of these activities, along with a holistic scoring rubric that gives descriptions of low, medium, and high responses specific to each task. Many of the tasks in the assessment activities are difficult, but all students should be able to respond in some way. As students gain experience with open-ended tasks and gain confidence in their own thinking, their performance is likely to improve.

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Unit Overview

The activities in this unit help students get in touch with the multitude of ways in which they are unique and special. The topics of family, friends, health, and emotions are just the beginning. The unit also helps students explore personal histories, values, and their own defining characteristics. Throughout the unit, students save special pieces of work for the ongoing project, a time capsule. They will construct and decorate their own capsules, and make plans to open them in five years. Imagine your students as twelve-year-olds opening boxes filled with memorabilia from their days as first- or second-graders. They will almost certainly have some additional realizations about themselves at that time!

Several learning strands run through this unit. Here is a summary of the subtopics the unit addresses:

- reflecting on personal history, family, friends, and emotions
- getting to know classmates
- thinking about individual differences and about the many ways that people are the same
- learning how to be and stay healthy

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Curriculum Web

This unit provides a balance of activities in all the curriculum areas. Below is a web of the unit highlighting the content by curriculum area.

Scheduling the Unit

The Yours Truly unit can be completed in a six-week period during which two to three classroom hours are spent each day on the activities. An approximate time frame, stated in class sessions, is given for each activity. A session is assumed to last about 45 minutes. A calendar showing how the activities might be scheduled in a six-week period is shown on the next page. Of course, you may prefer to do the unit in a longer or shorter time period, to add to or select from the activities, or to change the sequence of activities. You can use the calendar as a starting point and adapt the unit to your teaching situation.

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Unit Calendar

Ongoing Project

Week 1	**Self-Portraits** **Reading Logs** Read-Aloud Time Independent Reading	**Twenty Questions** **Personal Timelines**	**Adventure Stories, Phase I** Twenty Questions	**Adventure Stories, Phase II** **Vital Statistics, Phase I**	**Vital Statistics, Phase II**
Week 2	**Adventure Stories, Phase III** (Assessment) **Identification, Please** Twenty Questions Read-Aloud Time Independent Reading	**Adventure Stories, Phase IV** **A Field Trip to the Future, Phase I**	**A Field Trip to the Future, Phase II**	**Predictions** **A Field Trip to the Future, Phase III**	**I've Been Framed**
Week 3	**What's My Rule?** **Painting Emotions** Twenty Questions Read-Aloud Time Independent Reading	**Numbers About Us** **Sticky Situations**	**Graphing Our Data** **What I Like About You**	**Numbers in Order** **Good Friends**	**Data Statements** **Be My Neighbor**
Week 4	**The Play's the Thing, Phase I** **You Are What You Eat** Twenty Questions Read-Aloud Time Independent Reading	**What's for Lunch?** (Assessment)	**The Play's the Thing, Phase II** **The Daily Workout**	**Heart-Rate Tests**	**The Play's the Thing, Phase III** **All Kinds of People**
Week 5	**The Play's the Thing, Phase III** cont. **Beautiful Colors** Twenty Questions Read-Aloud Time Independent Reading	**Word Searches, Phase I**	**The Play's the Thing, Phase IV** **Word Searches, Phase II**		**My Family** **Personal Symbols**
Week 6	**The Important Thing** **Time Capsule Plans** Twenty Questions Read-Aloud Time Independent Reading	**Remember When** **The Perfect Size** (Assessment)		**In-Class Display and Family Previews**	**Bring a Box** **Unit Evaluation**

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Preparation Alert

This section looks ahead to special materials, preparation, or preplanning you should know about before beginning the unit.

Time-Capsule Materials

In the ongoing project for this unit, students create personal time capsules—to be opened in five years—in which they store work to describe themselves as they are now. Collect some boxes for the activity Bring a Box (page 60), in case some students are not able to find a box at home. Box size will vary depending on what individual students choose to include. See Preparation for the Perfect Size (page 55) for a list of contents.

As part of the activity Bring a Box, students will decorate their time-capsule boxes. Gather a variety of art supplies for this activity. Here are some suggestions:

- construction paper
- tissue paper
- ribbon
- foil
- glitter
- paper or cellophane grass
- wrapping paper
- colored tagboard
- yarn
- cellophane
- stickers
- foam packing peanuts

Volunteer Opportunities

This unit involves a fair amount of writing. Depending on the range of abilities represented in your class, you may be in need of volunteers to take dictation from some (or many) students. Survey the unit activities you plan to do that involve writing, and schedule one or two parent volunteers or older students from the school to assist during these sessions.

Individual Photos

During the activity I've Been Framed (page 19), students use colored construction paper to design picture frames. In preparation for this activity, take an individual photo (fairly close up) of each student in an interesting setting such as on the playground. Have the pictures developed before beginning the activity.

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Field Trip!

For the activity A Field Trip to the Future (page 16), your students will meet with and interview students who are five grades ahead of them. Set up a field trip to your area's middle school early in the unit (see the Unit Calendar on page T7) to visit a sixth- or seventh-grade class.

Materials Kit

A special materials kit for this unit is available through the publisher. It contains supplementary items, including

- the picture book *People*, by Peter Spier
- a set of measuring tapes

Posters

The "Step Right Up" poster will be useful during the activities Vital Statistics (page 12), Identification, Please (page 14), and Numbers About Us (page 24). The poster entitled "How Are You Feeling?" may be displayed throughout the unit, but can be particularly useful during the activity Painting Emotions (page 22).

Stock Your Shelves

You'll want to stock your classroom library with a variety of books related to the unit so that students can pursue the topics during independent reading time and free time. Here is a list of books to start you off. Add any of your favorites not on this list.

Activity Springboards

These books are incorporated into activities in the unit.

Blos, Joan W. *Old Henry.* New York: William Morrow and Co., Inc., 1987.
(Use with Be My Neighbor, page 34.)

Brown, Margaret Wise. *The Important Book.* New York: Harper and Row, 1949.
(Use with The Important Thing, page 52.)

Hamanaka, Sheila. *All the Colors of the Earth.* New York: Morrow Junior Books, 1994.
(Use with Beautiful Colors, page 46.)

Spier, Peter. *People.* Garden City, New York: Doubleday and Co., Inc., 1980.
(Use with All Kinds of People, page 45.)

Literary Friends

These books could be used for the activity The Play's the Thing (page 35).

Boynton, Sandra. *Chloe and Maude.* Boston: Little, Brown, and Co., 1983.

Johnston, Tony. *Odd Jobs.* New York: G. P. Putman's Sons, 1977.

———. *Odd Jobs and Friends.* New York: G. P. Putnam's Sons, 1982.

Lobel, Arnold. Any of the Frog and Toad books published by Harper & Row, such as *Frog and Toad Together,* New York: Harper & Row, 1972.

Marshall, James. Any of the George and Martha books published by Houghton Mifflin, first of which was *George and Martha,* Boston: Houghton Mifflin, 1972.

Milne, A. A. Any of the books about Winnie-the-Pooh, especially *Winnie-the-Pooh,* New York: E. P. Dutton & Co., 1926.

Minarik, Else Holmelund. *Little Bear's Friend.* New York: Harper and Row, 1960.

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General Books—Fiction

Anno, Mitsumasa. *All in a Day.* New York: Philomel Books, 1986.

Dabcovich, Lydia. *Maisie.* New York: Lothrop, Lee, and Shepard Books, 1995.

Dooley, Norah. *Everybody Cooks Rice.* Minneapolis: Carolrhoda Books, Inc., 1991.

Greenfield, Eloise. *Grandmama's Joy.* New York: Philomel Books, 1980.

———. *Grandpa's Face.* New York: Philomel Books, 1988.

Hoffman, Mary. *Amazing Grace.* New York: Dial Books for Young Readers, 1991.

Howard, Elizabeth Fitzgerald. *Aunt Flossie's Hats.* New York: Clarion books, 1991.

Hutchins, Pat. *Which Witch is Which?* New York: Greenwillow Books, 1989.

Jacobs, Laurie A. *So Much in Common.* Honesdale, Pennsylvania: Boyds Mills Press, 1994.

James, Betsy. *Mary Ann.* New York: Dutton Children's Books, 1994.

Johnson, Angela. *Tell Me a Story, Mama.* New York: Orchard Books, 1988.

Morris, Ann. *Loving.* New York: Lothrop, Lee, and Shepard Books, 1990.

Shalev, Meir. *My Father Always Embarrasses Me.* Chicago: Wellington Publishing, Inc., 1988.

Shannon, Margaret. *Elvira.* New York: Ticknor and Fields, 1993.

Sharmat, Marjorie. *I'm Terrific.* New York: Holiday House, 1977.

———. *Taking Care of Melvin.* New York: Holiday House, 1980.

———. *The 329th Friend.* New York: Four Winds Press, 1979.

Tusa, Tricia. *The Family Reunion.* New York: Farrar, Straus, and Giroux, 1993.

Wild, Margaret. *All the Better to See You With!* Morton Grove, Illinois: Albert Whitman and Co., 1993.

Williams, Vera B. *Cherries and Cherry Pits.* New York: Greenwillow Books, 1986.

Yarbrough, Camille. *Cornrows.* New York: Coward, McCann and Geoghegan, Inc., 1979.

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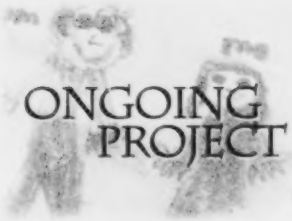


Self-Portraits

Activity
drawing a self-portrait

Materials
12" X 18" drawing paper, crayons or colored pencils, hand mirrors

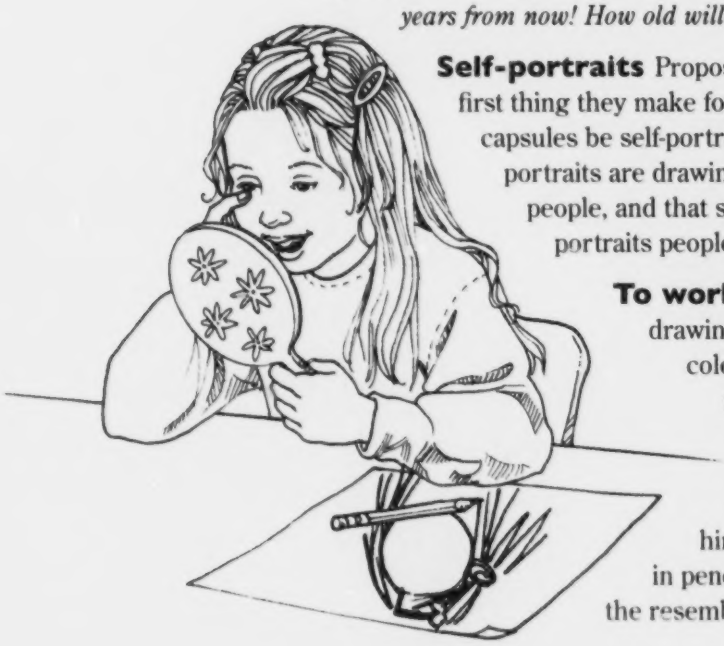
Time Frame
1 session

Learning Goals
- observing details of a face
- drawing a self-portrait
- using proportional thinking

Using mirrors and careful observation, the students make self-portraits to reflect their special features. The likenesses become the first items they put into the personal time capsules they will make during this unit.

Introducing time capsules Tell the class that this activity marks the beginning of a project they will be working on for several weeks. *Has anyone heard of a time capsule? What do you know about time capsules?* Lead a discussion, highlighting the ideas that time capsules are collections of objects, writings, and drawings that show how things were at a particular point in history, and that they're usually buried or hidden away to be reopened years later.

You're each going to make a Five-Year Time Capsule over the next weeks. You'll fill your capsule with different things that describe you as you are now. At the end of the unit, you'll put your things in a box, decorate the box, and seal it up. Then you can take your time capsule home and put it away in a special place to open five years from now! How old will you be then?



Self-portraits Propose to the class that the first thing they make for their individual time capsules be self-portraits. Explain that portraits are drawings or paintings of people, and that self-portraits are portraits people draw of themselves.

To work! Point out the drawing paper, crayons or colored pencils, and hand mirrors you have set out. Ask that each person create a self-portrait, first sketching himself or herself lightly in pencil until satisfied with the resemblance, and then adding

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color to the drawing. Suggest that students use the mirrors to observe their faces as they work, paying special attention to their features—their shapes, their proportions in relation to each other, and their relative distances from each other.

Students who are creating full-body portraits may "dress" themselves in favorite clothes. Some students may wish to focus on just their faces. Either form is fine.

Have each student date the portrait and title it with his or her full name and current age.

Get the class together to share their portraits if you wish.

Please note Keep all of the pieces that will go into the time capsules together for now. Later, when students get ready to select boxes for their collections, it will be time to distribute pieces to their owners.

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Reading Logs

Activity
keeping a log of independent reading selections

Preparation
Gather a collection of books related to the topics of self-concept, individuality, family, and friendship. Stock a classroom bookshelf with the books. See page T10 for a bibliography to get you started. Make copies of Reading Log (p. 62), 1 per student.

Time Frame
1 session per day, at book time

Skills
- reading
- reviewing books
- summarizing plots
- distinguishing between fiction and nonfiction

Chime

Decoding Skills
As students read aloud to you from the books they have chosen, keep a record of decoding skills they need practice with. Then gather students who need help with the same decoding strategies, such as consonant digraphs, to introduce or review the decoding skill.

Throughout the unit, students read fiction and nonfiction related to the unit topics and keep logs of their selections. For each book they read, students may write a review.

Keeping reading logs Point out the collection of books you've gathered for the unit. Let students know that the books will be available to them throughout the unit, for both research and pleasure reading. Show several examples of types of books that are represented, and talk about the difference between fiction and nonfiction.

Distribute the Reading Log form, and go over it with the class. Ask students to record on their log all the books they read during the unit. For each book they may also write a review, summarizing the book and telling whether or not they recommend it and why. Each student should write two reviews during the course of the unit. The reviews may be kept in a file near the bookshelf, or an individual review can be slipped into the library pocket of the book it pertains to.

Reading conferences You may want to schedule weekly reading conferences with individuals to keep abreast of their work. During conferences, students may summarize the most current books in their log, share a review they've written recently, or read aloud from the book they are currently reading. You may have suggestions of other books that might interest students, or a type of literature you'd like to see them experience.

Read-alouds During your usual time for reading to the class, be sure to select books related to the unit. This will enrich students' experience with the unit topics and also introduce them to books they can choose for independent reading.

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Twenty Questions

Activity
asking yes-or-no questions to identify mystery objects

Preparation
On Twenty Questions Schedule (p. 63), schedule one student per day to bring in an object of special significance. Make 1 copy per student. Bring in an object of your own to introduce the activity.

Materials
large, sturdy bag

Time Frame
1 session per day (15 minutes)

Learning Goals
- using logical thinking
- framing yes-or-no questions
- learning about each other
- speaking in front of a group

What's in the bag? Can we figure it out? Just 20 questions are allowed!

Introducing the game Show the class the bag with your object hidden inside. Tell them that this is a Mystery Bag and that you have put a secret object inside. *This object is something special to me. Do you think you can guess what it is by asking me questions? I'll give you twenty questions—there's only one catch. They have to be questions I can answer either "yes" or "no."*

Talk about the types of questions that would be most helpful in this game. *Which question do you think is better: Is it a shoe? or Is it something you wear?* Some students may realize that the 20 questions would be used up quickly if each person guessed a specific object. Help the class see that general questions can help narrow down the type of item, and that the questions can become more specific when some information has been gathered. Each time students play the game, they will get better at forming questions.

Can you guess? *Now let's see if you can guess my object.* Call on students who have questions, keeping a tally of the questions asked. At first, some students are likely to ask questions that cannot be answered yes or no. Have the students rephrase the questions, and don't count the first version in your tally.

If, after asking 20 questions, the students have not guessed your mystery object, show them what it is. When that happens, or when students guess your object, recap the game with the them. *Which questions do you think*

Good Questions to Remember

Can you eat it?
Does it have writing on it?
Do you use it every day?
Is it a toy?
Does it make a sound?
Do most of us have an object like this?
Is it something to use for fun?

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helped the most? What questions will be helpful next time we play this game? You may even want to make a list of questions that the class identifies as particularly good ones. You can add to the list each time the game is played.

Explain to the class that each day a different student will be responsible for bringing in a special object. Hand out the schedule you've made. Tell the students that on their day, they should bring their object in the Mystery Bag so that no one else sees it. Give the bag to the student scheduled for the next day.

Day by day Play one round of the game each day during a regularly scheduled group time. Students will get more skillful in their selection of questions as time goes on. They may even develop a "repertoire" of good beginning questions.

Whoever brings in the special object may take charge of leading the game and recording the tallies. At the end of the game, the student can reveal the object, and tell a little bit about it and why it's special.

Personal Timelines

Activity
creating a personal history timeline

Preparation
Cut 12" × 18" papers in half lengthwise to create 6" × 18" strips, 3 strips per student. Make a timeline showing key events in your own life from birth to about age 10 to use as an example.

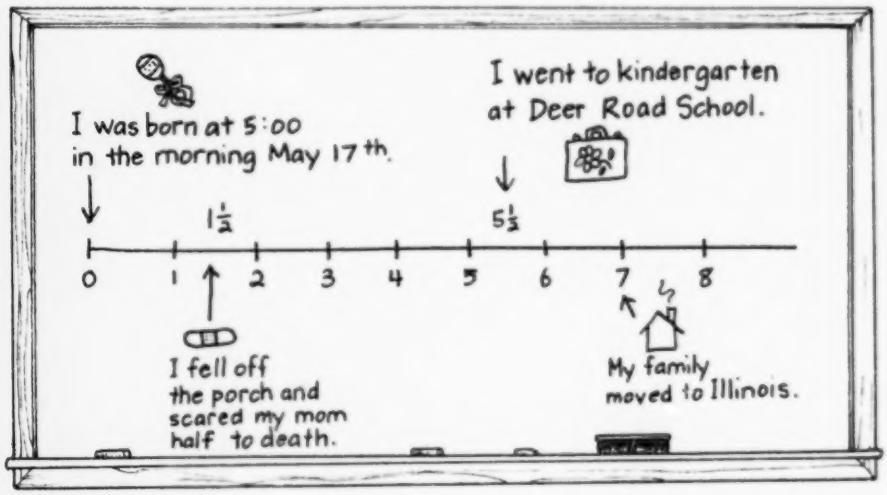
Materials
cellophane or masking tape, rulers

Time Frame
2 sessions

Learning Goals
- sequencing events
- recording personal histories
- estimating length
- dividing into equivalent parts

Students reflect on the defining moments of their lives so far, creating timelines to put the events in order.

Sharing your timeline *Does anyone know what a timeline is?* Let students share their ideas. Show the class the timeline you made. ***This is my personal timeline for part of my life. It shows special events that happened to me then, and times I especially remember.*** Read through the events recorded on the timeline, noting the sequence. For each event, ask students to tell how old you were when it happened. Students can use different wording to describe a point (for example, 5 years old, between 5 and 6, and about $5\frac{1}{2}$ could all describe the same point). Write what students say on the chalkboard. If the students mention half years, show them how the fraction one half is written.


I was born at 5:00 in the morning May 17th.
I went to kindergarten at Deer Road School.
1½
5½
0 1 2 3 4 5 6 7 8
I fell off the porch and scared my mom half to death.
My family moved to Illinois.

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Timeline construction Show the students how to construct their timelines by taping three 6" × 18" strips together lengthwise to form one long strip. Have students use rulers to draw a straight line along the length of the strip.

Tell the students that timelines are usually divided into equal parts to show the years. *Look at how long your timeline is, and think about how many years old you are. Do your best to mark your line so it's divided into one section for each year, with the sections as equal in size as possible. You may use your ruler if you'd like, or just estimate the size of each segment. Folding your timeline might also help you get equal-sized sections. You might want to sketch in each year's mark lightly at first, so you can adjust the marks if necessary.* Once students have divided up their timeline, they may label each mark with the appropriate age.

FYI A less complex approach would be to tell students to measure a 7- or 8-inch segment for each year, but having them figure out a way of dividing the line into equal parts is a valuable challenge. It's likely that the timelines won't come out perfectly when students are left to their own devices, but they will definitely benefit from the thinking involved in this problem.

Marking time When students have made their timelines and marked the years from zero to their current age, they should begin thinking about special events in their lives and placing them on the line. For each event, students can draw a small rebus picture and write a sentence to describe it.

Allow one more full session for students to work on adding important events to their timelines. Between sessions, students may want to ask their family members to suggest events they hadn't thought of that they could add.

Sharing Since the timelines won't go into the time capsules for several weeks, it may be fun to tack them up around the room so that students can learn about the lives of their classmates. As they do so, students may be reminded of more events in their own lives that they wish to add to their timelines.

Chime

Fractions

Some students may want to record events that occur between the whole number ages marked on their timelines. This is a good opportunity to introduce or review the idea of halves, since students have already heard and used that fraction in reference to ages. Show students how to locate the halfway point between years on their timelines.

Adventure Stories

Activity
writing an adventure story

Preparation
Make copies of Adventure Story Writing Guide (p. 64), 1 per student.

Materials
chart paper, bookbinding supplies (yarn, staples, hole punches)

Time Frame
Phase I: 1 session
Phase II: 2–3 sessions
Phase III: 1–2 sessions
Phase IV: 1 session

Learning Goals
- creative writing
- spelling
- determining plot, character, and setting
- editing and revising written work
- illustrating a story

Students write adventure stories, featuring themselves as the main characters. Fiction or nonfiction—which will it be?

Phase I: What's an Adventure?

Defining adventure Ask the students to define the word *adventure.* Write their ideas down on chart paper. *Who can think of a book that tells about an adventure?* List the books students mention, along with a short summary of the adventures the characters experienced.

Writing adventure stories Propose to the class that they each write an adventure story in which they are the main character. *Some of you might have had a real-life adventure that you'd like to write about, or you might want to make up an adventure story. If you write about something that really happened to you, your story will be nonfiction. If your story is make-believe, it will be fiction.*

Adventure: an exciting story
something that happens to you
that's fun and maybe scary
Sometimes it's a surprise. You
didn't plan on it.

Books with adventures:

Winnie the Pooh	Pooh gets stuck in Rabbit's hole
Miss Nelson	Viola Swamp takes over the class
The Wild Baby	he goes out to sea
Strega Nona	Big Anthony and the overflowing pasta pot
Island of the Skog ...	battling the Skog

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Distribute the Adventure Story Writing Guide, and go over the sheet with the students. Let them know that this sheet serves as a planning guide, helping them think through the details of their story before they begin to write.

Invite the students to look through any of the books available in the room while they think about the adventure story they'll write. Students should use the Writing Guide to help focus their thoughts about plot, characters, and setting, and about what event will start off the story.

Phase II: Writing the Stories

Get ready Have the students get out their completed Writing Guides. *The other day you did some planning for your adventure stories. Now it's time to begin writing the stories.* Tell the class that they will have some time each day for the next few days to write their adventures. *You can use your Writing Guide to help you remember your ideas from the other day, but as you start writing, you might change your mind about some of the story details. Don't worry if the story you write doesn't exactly match the ideas you sketched out at first on your writing guide.*

Writing time Allow several class sessions on consecutive days for the students to write their stories. Some students may also wish to spend independent time on their writing. Let everyone know when you will start Phase III, revising and illustrating, so that they're ready to move on at that point.

When the students have finished the first drafts of their stories, take time to read each one and write editorial comments. You may want to underline misspelled words for students to look up and correct, highlight letters that need capitalization, note missing punctuation, and so on—whatever is appropriate for your students.

Clinic

Writing Mechanics

After reading student drafts, call clinics for specific editing skills that they need help with: when to use capital letters, how to punctuate at the end of sentences, and so on.

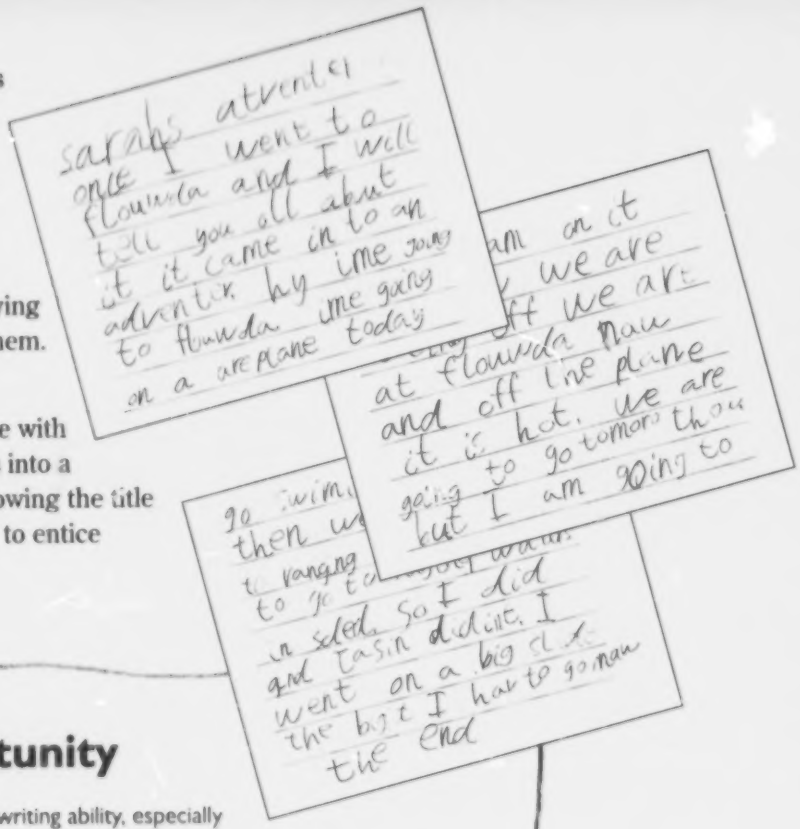
Phase III: Final Versions

Making corrections Tell the students that today they will begin writing and illustrating the final versions of their stories. Tell them that the class will have a book party when the stories are illustrated and bound into books. *Since we'll be sharing these books with each other and putting them on our class bookshelf for the rest of the unit, you want to make this final copy neat and easy to read. You'll do this by making some corrections to your original work, and by rewriting your stories in your neatest handwriting. Also, you'll illustrate your stories with colorful pictures.*

Hand back to students the reviewed copies of their stories, and tell them about the kinds of things you marked. Give them time to make their corrections directly on the draft copies.

Final drafts Once students have corrected the draft, they may begin recopying their stories and making illustrations for them. Allow several sessions for this work.

As students finish the final drafts, complete with illustrations, help them to bind their pages into a book. Students may make book covers showing the title of the story, the author, and an illustration to entice readers.



Assessment Opportunity

This is an assessment of students' creative writing ability, especially their efforts at character and plot development.

Assessment Criteria If you will be using this activity as an assessment opportunity, it is important to let the students know before they begin to work that you are interested in finding out

- how fully the story is developed—its characters, plot, and other details
- how much effort they put into creating and writing their story
- how well written the story is

Scoring Rubric

Low Response The student has put little effort into the writing of the story. Although the adventure may be interesting, the story lacks the detail and development necessary to make it complete or finished. Writing mechanics may be weak, so that it is difficult to read or follow the story.

Medium Response The student has put some careful thought and effort into the adventure. A complete story is told, and it holds the reader's interest throughout. The details of the story could have been more fully developed, and there is some room for improvement in the area of writing mechanics.

High Response The student has put a great deal of thought and time into the story. Intricate and interesting plot development, rich characters, and effective writing mechanics make the story both easy to follow and involving.

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Phase IV: The Book Party

Celebrate Have a book party at which all the adventure stories the class has written are featured. Students may spend the session trading and reading each other's work.

After the book party, display the books on the reading shelves to add to the wealth of adventure-based literature already in the classroom.

Vital Statistics

Activity
measuring body parts

Materials
yarn or string, rulers, measuring tapes and/or yardsticks, scissors, note cards, tape, envelopes

Time Frame
Phase I: 1 session
Phase II: 1 session

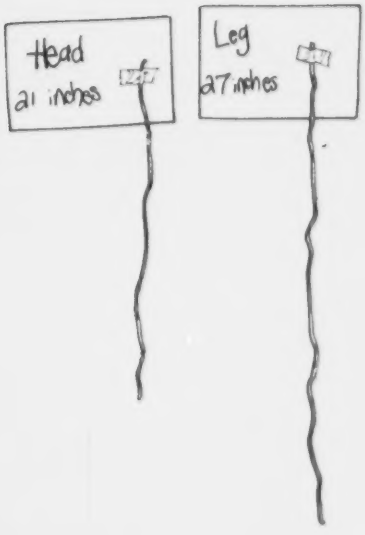
Learning Goals
- measuring length and circumference
- comparing numbers
- using comparative terms

Students measure themselves from head to toe, up, down, and around. They make measuring strings for each statistic as an easy visual means of comparison.

Phase I: Body Measures

Measuring up Propose to the students that they include some measurements of themselves in their time capsules. *This is a good way of showing what you are like at this point in time. When you open your time capsule five years from now, you'll be able to see how much you've grown.*

Show students how they can work in pairs to measure each other. Select a volunteer to be your partner, and measure that student's arm with string. Cut the string the appropriate length. *Let's find out how long this string is.* Use a ruler or yardstick to measure the string, reminding students of accurate measurement techniques such as lining up the beginning of the string with the "zero" line on the ruler, and holding string and ruler still to read the measurement. On a note card, write "arm" and record the measurement. Then tape the string to the card.



Next, measure the volunteer's waist with string, cut the string to match, and then measure the string with a ruler. Once again, make a note card recording and attach the string.

On their own Have the students work in pairs to help each other measure. Request that each student measure at least 10 body parts, such as a foot, leg, or head. Students may choose for themselves which measurements to take. *For each body part you measure, make a string that length and tape it to a note card with the body part and measurement written on it. When you've made all of your strings, you'll be able to see how the different measurements compare.*

Provide each student an envelope in which to save the completed cards and strings. The cards will be used in Phase II, and also will be included in the time capsules.

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Phase II: Comparing Measurements

in order Have the students retrieve the note cards and strings they made during Phase I. Ask the students to compare the numbers on their cards without using their strings (they may be folded up under the note cards) and put the cards in order from shortest to longest measurement.

On a clean sheet of paper, have each student record the name of each body part and its measurement, in the correct order. Students may then reveal the yarn taped behind each note card and see if the order they recorded is the same as that shown by the strings.

Making comparisons Talk with the class about words they could use to compare the various measurements. Terms such as *longer than, shorter than, about the same as,* and *about twice as long as* will get the students thinking along the appropriate lines. Write these terms on the chalkboard.

Ask students to add to their recordings of the ordered list of measurements at least five comparison statements to show relationships between the measurements. *Try to use different comparison terms and to make your comparisons as interesting as possible.*

Save the students' envelopes with cards and strings with the other items you're saving for the time capsules. The students' other recordings may be looked over and filed with their regular weekly work.

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Identification, Please

Activity
making a personal identification card

Preparation
If school photos have already been taken, collect one small picture of each student. Set up a measuring station with a bathroom scale, and tape the poster Step Right Up to the wall 3 feet from the floor. Make copies of Identification Card (p. 65), 1 per student.

Materials
ink pads, scissors, mirrors, clear adhesive film (optional)

Time Frame
1 session

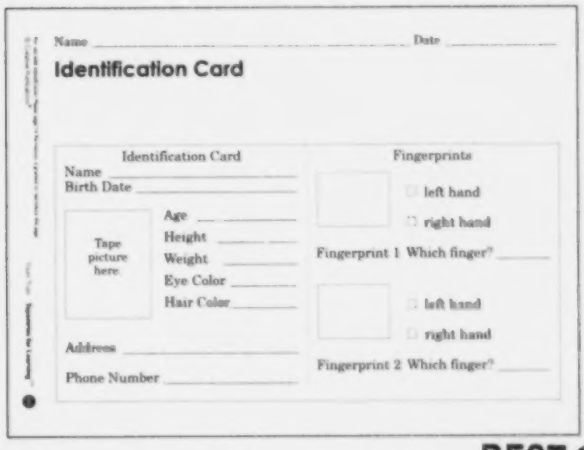
Learning Goals
- using descriptive language
- recalling address and phone number
- measuring
- distinguishing left from right

Students make identification cards for themselves, including fingerprints and physical descriptions. School photos can add a realistic touch.

Forms of identification Ask the students if they've ever seen their mom's or dad's driver's license. Explain that a driver's license is a form of identification, with information about the person that would help identify him or her to others. Show the class your driver's license, if you wish, and point out the photo, as well as the categories of information printed on it (name, birth date, height, weight, hair and eye color).

Our own ID cards *Today, you're each going to make an identification card for yourselves.* Distribute copies of Identification Card, one to each student. Show the students how the card can be cut out and folded along the dotted line to make a two-sided identification card.

Let's look at the front of the card first (the left-hand side). Read the headings with the class, making sure they understand that information should be entered next to each. Show them where they may tape a photograph, if available. Alternatively, a student may draw a picture of himself or herself from the shoulders up on a small piece of paper, and tape it in the photo space. Emphasize that students should give full names and addresses, including zip codes. Check that they know their city and state.


Name _____ Date _____

Identification Card

Identification Card

Name _____
Birth Date _____

Tape picture here

Age _____
Height _____
Weight _____
Eye Color _____
Hair Color _____

Address _____

Phone Number _____

Fingerprints

☐ left hand
☐ right hand

Fingerprint 1 Which finger? _____

☐ left hand
☐ right hand

Fingerprint 2 Which finger? _____

Fingerprints Focus the students' attention on the back of the card (the right-hand side). *One thing that helps identify people is their fingerprints. Everyone's fingerprints are unique—they're different from everyone else's.* Tell the students that they may each put two fingerprints on their identification cards, one in each box provided. For each fingerprint they show, they should mark which hand it was from, and which finger (thumb, index, middle, ring, or pinky).

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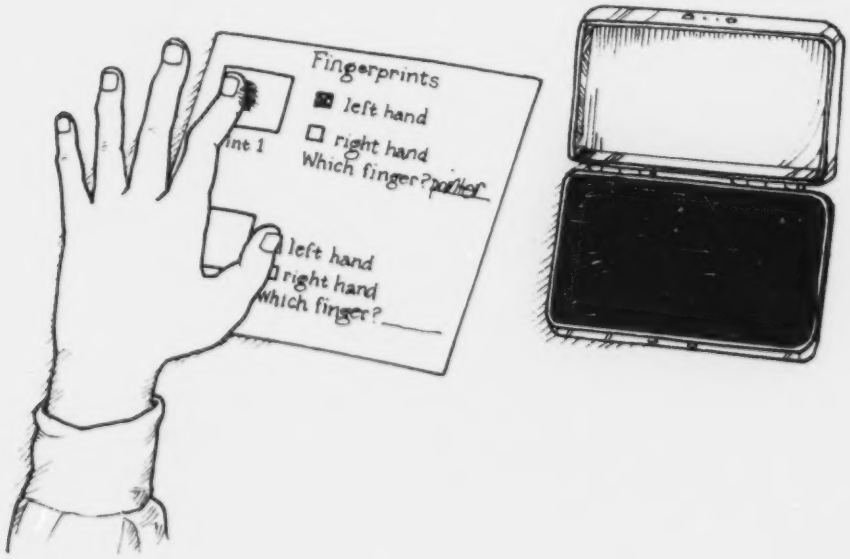
Show the students how to make a record of their fingerprints by rolling the top section of one finger back and forth on an ink pad, then repeating the slight rolling motion (no smearing!) in the space provided on the identification card.

Measuring stations Point out to the students the measuring station you've set up. Have them work in pairs to do the measuring and weighing.

Making our cards Allow time for the class to work on filling in both sides of their identification cards. To make the cards more realistic and durable, you may want to have clear contact paper available to "laminate" them. As students finish their cards, they may cut them out, fold them, and bring them to the "lamination station" for you to cover. Before applying the contact paper, make sure that all pieces of information have been filled in. If any students are unable to complete their information cards, they may take them home for a parent to help.

Save the identification cards for inclusion in each student's time capsule.



A Field Trip to the Future

Activity
observing and interviewing older students

Preparation
Arrange a field trip to a 6th or 7th grade class (the students should be five grades ahead of your class). See page T8 for details.

Materials
measuring tapes, picture books (optional)

Time Frame
Phase I: 1 session
Phase II: 1 session
Phase III: 1 session

Learning Goals
- interviewing
- taking notes
- giving an oral report

Students get a peek into their own futures as they visit a middle school class. Interviews with these older friends reveal some interesting facts.

Phase I: Preparing for the Trip

Changes, changes Remind the students of the five-year time capsule they are preparing. *What do you think you'll be like in five years when you open your time capsule? How will you be different? How will you be the same?* Have students share their thinking on these questions.

Tell the students that tomorrow they will be taking a trip into the future. *We're going to go visit a class of students who are five years older than you. You'll get a chance to see what they're like, and to interview one or two of them. This might help you get a better idea about what you'll be like in five years.*

As a class, brainstorm a list of questions that might be interesting to ask the older students. *Remember, you're trying to find out what kids this age are like—how they're alike or different from you.* List the questions on chart paper for students to refer to.

Creating interviews Have students pair up. Each pair should go over the class list of potential interview questions and select the ones they are interested in asking an older student. They should make two copies of the questions on clean sheets of paper, leaving space between questions for noting the older students' responses.

Interview Questions

How old are you?
What grade are you in?
What's your favorite thing at school?
What do you like to do in your free time?
Do you have a lot of homework?
What time do you have to go to bed?
How tall are you?
What's your favorite TV show?
What do you remember from when you were our age?

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Phase II: Making the Trip

Getting ready Have the students bring pencils and the copies of their interview questions with them on the field trip. Each pair might also like to bring a picture book or two for their older partners to read to them if they finish their interviews early. Bring several tape measures along for students who wish to measure their older partners.

Introductions and interviews Upon arrival in the classroom you are visiting, help each pair of your students find the pair of older students you have matched them with. Have each foursome introduce themselves. It might be helpful for students to wear name tags.

Have your students interview each of their older partners, writing down their responses on the interview sheet. Groups who finish early may read or play a quiet game together.

Phase III: Sharing Our Findings

Oral reports On a day soon after the field trip, ask each pair to tell the names of the older students they interviewed, and one or two interesting things they learned about each of them. They may use their interview sheets to refresh their memories.

Wrapping it up Ask the students whether their experience with the older students gave them any ideas about how they might change as they grow older. *Do you have any predictions about what you'll be like in five years when you open your time capsule?*

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Predictions

Activity
making predictions for the future

Materials
3" × 5" note cards, envelopes

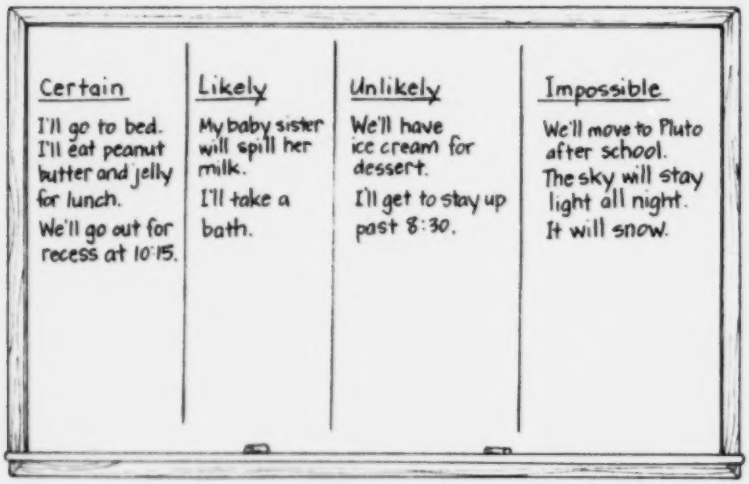
Time Frame
1 session

Learning Goals
- making predictions
- exploring probability terms

Students look into the future, making predictions about things that might happen to them.

What's in store Remind the students of the work they did with timelines, marking important events in their lives so far. *Today, let's think about some things that might happen to you in the future.*

Write the terms *certain, likely, unlikely,* and *impossible* on the chalkboard. Ask the students to tell what each word means. *Let's think of some examples of things in each category.* Ask the students to think of events that are certain to happen to them today. List their ideas under the heading *Certain.* Do the same for the other terms.


Certain
I'll go to bed.
I'll eat peanut butter and jelly for lunch.
We'll go out for recess at 10:15.
Likely
My baby sister will spill her milk.
I'll take a bath.
Unlikely
We'll have ice cream for dessert.
I'll get to stay up past 8:30.
Impossible
We'll move to Pluto after school.
The sky will stay light all night.
It will snow.

We just made some predictions about things that might happen today. Now let's make some predictions about what your futures will be like. Tell the students that their predictions will be sealed in an envelope and added to their time capsules.

On their own Give each student four note cards. Have them title each of the cards with one of the headings (certain, likely, unlikely, impossible). *Make some predictions about your future. List at least two events that fit in each category.*

Give students an envelope apiece to seal their note cards in. They may mark the front of the envelope, "My Predictions." Save the envelopes with the other time capsule items.

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I've Been Framed

Activity
designing a personal picture frame

Preparation
Take an individual photo (fairly close up) of each student in an interesting setting such as on the playground. Have the pictures developed before beginning this activity.

Materials
colored construction paper, scissors, glue, markers

Time Frame
1 session

Learning Goals
- using visual and spatial thinking
- making a unique design

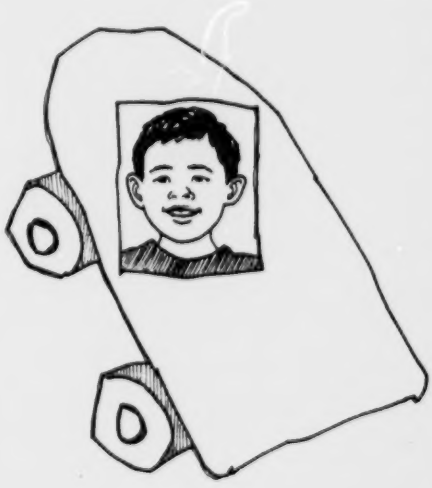
Students make colorful construction paper picture frames to highlight personal interests.

Personal photos Hand out the photos you've taken of the students, each one to its subject. *Here are the pictures we took the other day. Let's make some picture frames for them.*

Framing Propose to the students that they make picture frames in the shape of something that's special to them. *Think about your favorite things, and the things you like to do. Can you make a picture frame in the shape of an object related to your pastime?* For instance, a student who is interested in the current sports season might make a frame in the shape of a football or the design of a soccer ball. A student who likes flowers might design a frame in the shape of a daisy.

Students may use colored construction paper, scissors, and markers to design their picture frames. Remind them to make sure their frames are large enough to enclose their pictures.

Gallery Post the completed frames with their photos around the classroom, or make a special bulletin board to show off the students' handiwork.



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What's My Rule?

Activity
identifying like characteristics in a group of people

Time Frame
1 session (20–30 minutes)

Learning Goals
- identifying similarities
- classifying
- using logical thinking

This group game focuses the students' attention on some of their similarities. Guessing the teacher's secret rule can be a real challenge.

Playing the game Tell the class that you'd like to teach them a new game called What's My Rule? *I'll think of a characteristic that some of you have in common. I won't tell you what the characteristic is, but I'll ask the people who have it to stand up. The rest of you should take a close look at the students who are standing, and try to figure out what they have in common—what rule I was using as I selected them.*

Let the students know that the characteristic you use to sort the class might be something that could change from day to day like the color of their clothes, or it might be something that would not change, such as their eye color.

Suggested "Rules" to Sort By
color of hair
color of eyes
length of hair
straight, curly, or wavy hair
those whose ears are showing/not showing
those who are missing teeth
type of clothing (all those wearing pants, for instance)
type of shoes or shoe fasteners
those wearing short/long sleeves
those wearing glasses
those wearing hair accessories
those wearing jewelry
those wearing watches

Round one Think of a secret sorting rule to begin with (such as students with short sleeves). One at a time, name several students (not all) who fit your secret rule, and call them up to the front of the class. *Who has an idea what my rule is? Raise your*

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hand. Don't call on anyone yet, but add one or two students who fit your rule to the group in front. *Do you still think you know my rule? Did anyone change his or her mind about the rule when I added the new people?*

Call on volunteers who think they have figured out what characteristic you sorted by. Ask the class if they agree or disagree with the suggested rule, and why. Continue until someone has identified your rule.

Students might state a rule that is consistent with the group standing up, but isn't the one you were sorting by. If this happens, work with the class to determine that the suggested rule does describe the group members, but challenge them to keep thinking, because your secret rule is different.

More, more, more Play the game a number of times, using a different sorting rule each time. Try to include all of the students in the standing group during at least one round. As the students' powers of observation increase, you can choose more and more subtle sorting rules.

Once the class is familiar with the game, you may want to have student volunteers take turns thinking of secret rules and sorting their classmates.

Painting Emotions

Activity
painting pictures to evoke certain emotions

Materials
watercolor paint sets, paintbrushes, containers of water, painting paper

Time Frame
1 session

Learning Goals
- expressing emotion through art
- describing feelings

What does "mad" look like? How about "proud"? In this activity, students make artistic representations of a variety of emotions.

Feelings Brainstorm a list of emotions with the class. Record each idea on the chalkboard. To make a well-rounded list, you may want to add some suggestions.

Select one feeling from the list and ask the students how they feel when they're experiencing that emotion. *How does your body feel? How do you act? Do you like that emotion?*

Picturing feelings Propose to students that they paint pictures to show how different emotions make them feel. *Choose one or two feelings from our list. Paint a picture for each emotion you choose. Try to make the painting show how that emotion feels to you. Your painting can be a scene, or a design or a mixed-up bunch of colors, depending on how you would like to show your feelings. One way of getting started with each painting is to imagine yourself feeling that emotion, and try to get your body to feel that way too. Then, just let the paints and paintbrushes create that emotion.*

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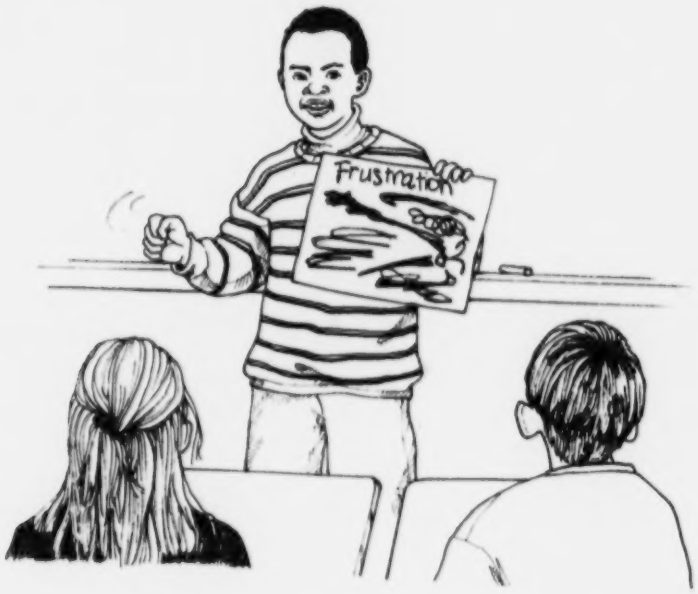
Give the students time to complete several paintings. Ask them to label each painting with the emotion they were thinking of.

Getting together Bring the class together toward the end of the session. Have students show their paintings, telling which emotions they portray, and why they painted the emotions as they did. *How do the colors you chose fit with that emotion? How about the way you used the brush?*

Have students who painted the same emotions show their work side by side. Ask the class to compare the paintings. *Can you see how each picture shows that emotion? How are the paintings similar and different? Did the artists use the same colors to portray the emotion? Why do you think different people might use different colors to show the same emotion?*



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Numbers About Us

Activity
gathering data and entering data on a table

Preparation
Copy Interview Questions (p. 66) and Friends and Family Data (p. 67), 1 per student. Construct a data table on butcher paper (see details in Starting Out). Post the table so students can see it.

Materials
two colors of markers, measuring tapes

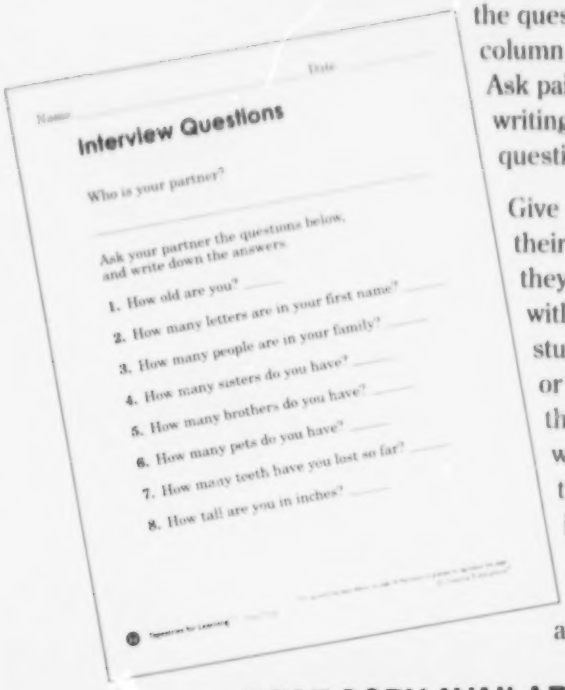
Time Frame
1 session, plus homework

Learning Goals
- interviewing
- gathering data
- reading table headings
- recording data on a table
- measuring height

The class creates an impressive data table on which to store interesting numeric facts about themselves. Students interview each other, then enter their partner's data onto the chart.

Starting out Point out the data table you've made on butcher paper. Show students the row headings (their first names, written in alternating colors so each is a different color from the one before). *Can you find your name on this chart? Which color is it written in?* Ask students to help read the column headings: Name, Age, Letters in Your First Name, Number in Family, Number of Sisters, Number of Brothers, Number of Pets, Number of Teeth Lost so Far, Height in Inches. *Let's fill this big chart with information about you. We'll call it a data table.*

The interviews *Instead of entering information about yourself on our data table, it might be interesting to find out about someone else.* Help the students pair up. Pass out a copy of Interview Questions to each student. Show how the questions on the form match the column headings on the data table. Ask pairs to interview each other, writing the answer to each interview question on their paper for now.



Name _____ Date _____

Interview Questions

Who is your partner? _____

Ask your partner the questions below, and write down the answers.

1. How old are you? _____
2. How many letters are in your first name? _____
3. How many people are in your family? _____
4. How many sisters do you have? _____
5. How many brothers do you have? _____
6. How many pets do you have? _____
7. How many teeth have you lost so far? _____
8. How tall are you in inches? _____

Give students time to conduct their interviews. As pairs finish, they may report to the data table with their information. Help each student enter the data about his or her partner on the table in the color the partner's name was written in. This will make the chart easier to read once it is completed. Keep the chart handy for the upcoming activities Graphing Our Data and Numbers in Order.

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FYI It can be a real challenge for some students to enter all their data in the right cells. Be sure to have someone available to help them, such as an aide or an older student. You might want to have students enter the data in pencil first, then go over the numbers with marker once they have been checked. It's important that the final table be correct and easy to read, as it will be used in later activities.

Name	Age	Letters in first name	Number of Sisters	Number of Brothers	Number of Pets	Teeth lost so far	Height in Inches
David	6¼	5	0	1	3	2	45½"
Luisa	7	5	1	1	1	4	43"
Anna	6	4	0	0	0	3	40"
Maikke	6½	6	0	2	1	2	44"
Michael	8	7	8	0	0	6	51"
Scott	7	5	0	0	0	3	49"
Miko	7	4	1	0	0	3	47½"
Daniel	6½	0	1	2	2	3	41½"
Jacob	7½	5	0	0	5	4	50"
Luis	6	4	0	2	1	2	47"
Mya	6	3	2	0	3	3	46½"
Rachel	7	6	0	1	13	4	48"
Celia	7¼	5	0	0	0	5	45"
Jordan	7	6	0	0	0	5	47½"
Hyru	6	4	1	0	1	2	45"

Homework As pairs finish entering their data onto the class chart, give each student a copy of Friends and Family Data. Let students know that this is a homework assignment, and it needs to be completed and brought back to school in time for the activity Numbers in Order (tell students when that will be). *This is like the data table our class is making, with some different headings. Start by writing your name on the first line and filling in the data about yourself. Then, at home, interview each of your family members, plus some other friends or neighbors until you have data for five to seven people on your chart. You could also interview friends here at school if you have time today to get a start on your homework. Make sure that you leave room on your chart for the name and data of each member of your family.*

Have students keep track of their Friends and Family Data Tables after they have been completed and brought back to school. The data will be used for the activities Numbers in Order and Data Statements.

Sticky Situations

Activity
figuring out solutions to hypothetical problem situations

Preparation:
Copy What If? (pp. 68–69), 1 per 3–4 students.

Time Frame
1 session

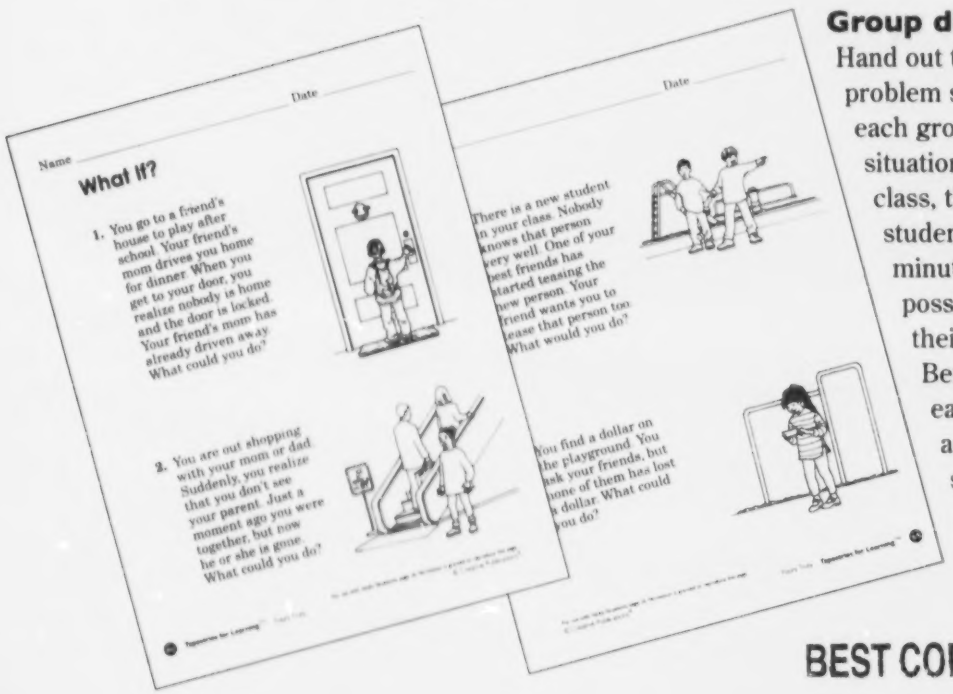
Learning Goals
- giving opinions
- respecting others' viewpoints
- solving social problems

Thinking about how they would react in some tough situations helps students gain confidence and pride in themselves. When the going gets tough. . .

Problems, problems *Have you ever had something unexpected happen to you that was a problem? Did you know what to do right away?* Have students give examples of unexpected problems and how they were resolved.

Tell the class that sometimes it's good to think about problems that could come up before they happen, so they can think about good ways to solve them. *Today I've got three problems that I'd like you to think about. We're going to imagine that we're in each situation, and talk over what we think are some good solutions.*

Help the students form groups of three or four. Have group members sit near each other so they can discuss each situation you pose.


Name Date

What If?

1. You go to a friend's house to play after school. Your friend's mom drives you home for dinner. When you get to your door, you realize nobody is home and the door is locked. Your friend's mom has already driven away. What could you do?

2. You are out shopping with your mom or dad. Suddenly, you realize that you don't see your parent. Just a moment ago you were together, but now he or she is gone. What could you do?

Date

There is a new student in your class. Nobody knows that person very well. One of your best friends has started teasing the new person. Your friend wants you to tease that person too. What would you do?

You find a dollar on the playground. You ask your friends, but none of them has lost a dollar. What could you do?

Group discussions
Hand out the What If? problem summaries, one to each group. Read one situation at a time to the class, then have students spend several minutes discussing possible solutions in their small groups. Before introducing each new situation, ask the groups to share their ideas with the whole class.

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Graphing Our Data

Activity
making graphs

Preparation
Copy Letters in Our Names (p. 70), 1 per student.

Materials
class data table from Numbers About Us (pp. 24–25), chart paper

Time Frame
1 session

Learning Goals
- constructing graphs
- translating data from chart to graph form
- reading charts
- reading graphs
- drawing conclusions from data

Using the information on the class data table, the entire group works together to construct several interesting graphs.

What can you say? Bring the class together within view of the chalkboard and the data table the class constructed. *Let's look at our data table and see what we can find out. Let's see how many true statements we can come up with.* Use the data on the chart to find two or three examples to start with, such as, "Tara is 7 years old," "Lots of people in our class have one sister," or "Everyone in our class is over 40 inches tall."

Have students brainstorm additional factual statements they can make based on the information on the data table. Record the students' ideas on chart paper. Individuals could continue adding to the list on their own after this class session, as they absorb more information from the table. (Save this chart paper list to use during the upcoming activity Data Statements.)

Five people have lost 3 teeth.

Lots of kids don't have any pets.

Most people are 7 years old.

The most brothers anyone has is 3.

Graphing Propose to the class that they help you make a graph for one of the categories on the data table. *Where on our chart does it show how many teeth different people have lost? Let's make a graph to show that information.*

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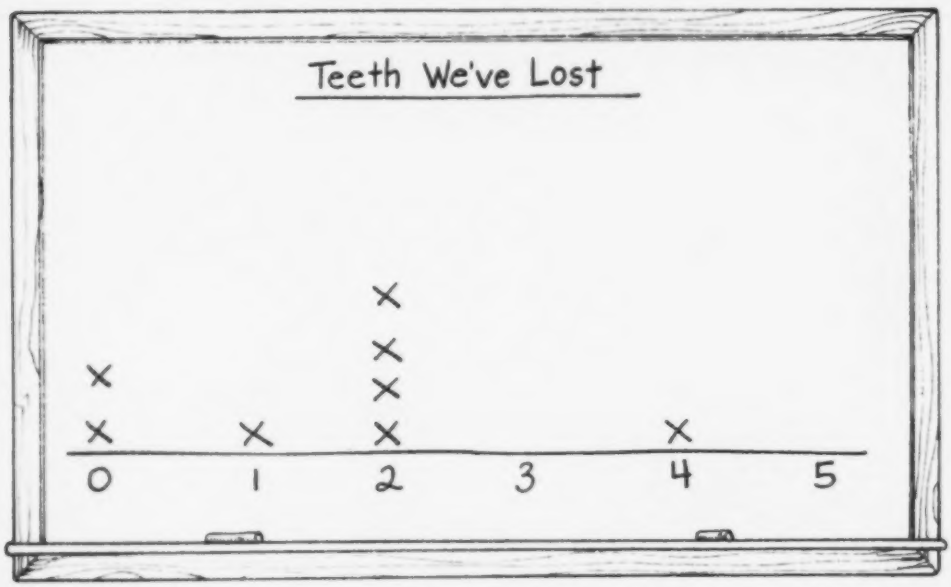
What's the least number of teeth anyone has lost so far? What's the greatest number? So you've all lost between 0 and 6 teeth. Those will be all the choices on our graph. Based on the appropriate numbers from your class's chart, start a graph on the chalkboard with the numbers running along the horizontal baseline.

Show the class how to fill in the graph, working down the lost-teeth column, entering an X above the appropriate number on the graph for each piece of data. You could have volunteers do the actual marking of the graph.



Talking it over When the graph is complete, with as many X's made as there are students in your class (or rows in your data table), talk with the class about what the graph tells you. *What true statements can we make by looking at this graph?* Encourage the students to make some comparative statements including terms such as *more, fewer,* and *the same.*

On their own Distribute copies of Letters in Our Names. Have each student use the information in the appropriate column of the class data table to fill in the graph on the worksheets. *When your graph is done, think of at least three facts you can tell by looking at it. Write them down on the back of your paper.*

Clinic

Reading a Data Table

Some students may need extra help identifying and isolating the right column on the data table. Remind these students how to read the table, and show them how to physically isolate the appropriate information by placing two pieces of paper on either side of it, blocking out the other columns on the table.

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ONGOING PROJECT

What I Like About You

Activity
drawing a picture of friends

Materials
drawing paper, markers

Time Frame
1 session

Learning Goals
- drawing people
- describing qualities of friends

Students create another item for their time capsules. This one is a picture of current special friends.

Who are your friends? Ask the students to think about some of their special friends. *What is it that you like about each person?* Suggest to the students that they make a picture of their special friends, and write one sentence about each person in the picture that tells why he or she is a good friend.

Tell the students that this picture will go in their time capsules. *Sometimes your friends change over the years, either because people move or change schools, or because your interests change. It will be interesting to look at this picture five years from now. Do you think some of these people will still be your good friends?*

On their own Students may draw and write about all their friends on one sheet of paper, or they may use a half sheet of paper for each friend. Write the sentence frame "I like you because. . ." on the chalkboard for students to refer to as they write about their special friends.

Save the students' work for inclusion in the time capsule.

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Numbers in Order

Activity
putting information from a data table in numerical order

Preparation
Remind the students to bring back the Friends and Family Data sheets that they took home. Make copies of Put Them in Order (p. 71), 1 per student.

Materials
class data table from Numbers About Us

Time Frame
1 session

Learning Goals
- comparing and ordering numbers
- reading a data table
- drawing conclusions from data

Students use the data they've gathered from friends and family to create a series of number sequences. Each tells a different story and features the people on the chart in different orders.

Sharing Ask the students how their data-gathering project went at home. *Did you find enough friends, neighbors, and family members to get your work done? Did you have any trouble knowing where to put each piece of information?*

Suggest to the class that they could use the information on their charts to put the people they surveyed in order in different ways. *I'll use our big class data table to show you what I mean.*

Refer the students to the chart column about number of letters in the students' first names. Call to the front of the class the first five people on the chart. *Let's put these people in order by how many letters they have in their names, starting with the fewest letters and working up to the most.* Have the class work together to organize the small group. *Is this the right order? How do you know?* Some members of the group may have the same number of letters in their names. Discuss with the class how to incorporate that information into the ordering of the group.

Have each student in the group record his or her name on the chalkboard in the correct order. *So, if we put these five people in order by letters in their names, this is how they go. Now let's put them in order by how many pets they have.* Repeat the exercise, again having the students write their names in order, and noting with the class how the order is different from the first time.

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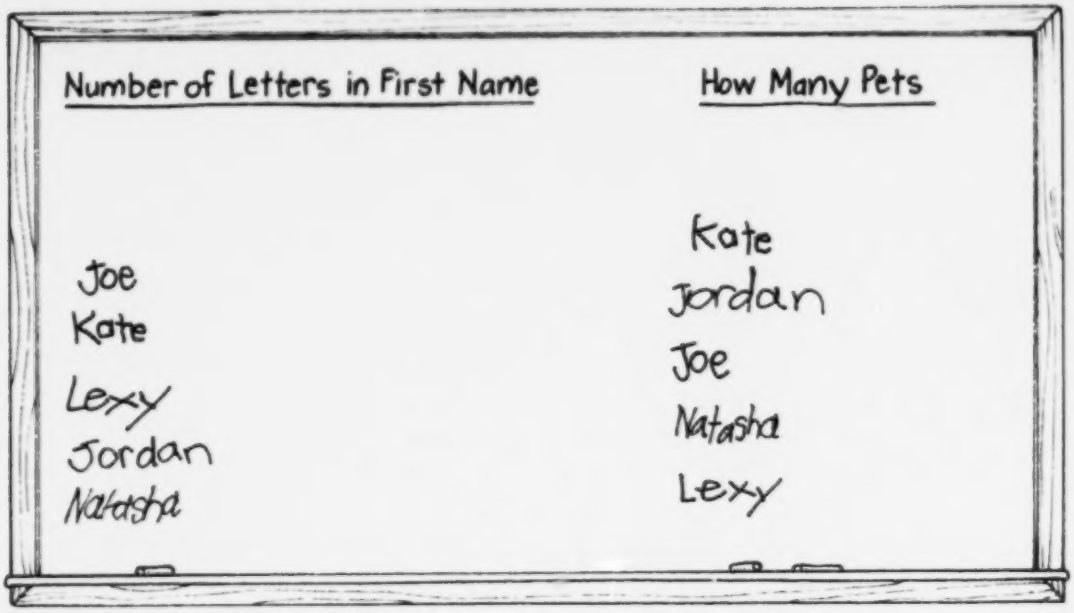

On their own Distribute copies of Put Them in Order. Have each student use the information on his or her Friends and Family Data chart to sequence the people in each different way.

Some students may enjoy drawing a picture to remind them of one of their ordered lists. For instance, they could illustrate the people on their list from youngest to oldest.

Ask students to save their Friends and Family data tables for the activity Data Statements.

Clinic

Ordering Numbers

Students who are having difficulty with the task because they are not confident about the number sequence can be brought together for extra help. Suggest to the students strategies such as dealing with highest and lowest number in the list first, leaving the "toughies" for last, and using a number line to help them check their work.

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Good Friends

Activity
making a list of criteria for good friends

Materials
chart paper

Time Frame
1 session

Learning Goals
- identifying characteristics of friends
- stating opinions
- writing sentences

What makes a good friend? In this activity, students come up with their own criteria, describing the qualities they feel are most important in a friend.

Friends Pose the following question to the class: *What makes a good friend?* Ask the students to think about qualities that either they or their friends possess that make them valuable friends. Record the class's ideas on chart paper.

A good friend...
- shares with you
- lets you do what you want
- is friendly
- isn't bossy
- doesn't lie to you
- sticks up for you
- tries to work things out if you have a fight

Read over the list with the class. *Different people have different ideas about what makes a good friend. Today, I'd like each of you to make your own personal list of qualities that you feel make someone a good friend. Start each idea with the words, "A good friend. . ."*

Personal criteria Students may use the class list as a reference, selecting items that they agree with, then adding their own ideas to their personal list. Students may title their lists What Makes a Good Friend?

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Data Statements

Activity
writing factual statements based on data

Materials
students' Friends and Family data tables, list of conclusions about class data table from Graphing Our Data

Time Frame
1 session

Learning Goals
- reading a table
- analyzing data
- making comparisons
- writing statements of fact
- using comparative language

Students use their Friends and Family data tables to tell all they can about the people on their charts. Part of the challenge is to find many different ways of thinking about the information.

Introducing the challenge Have the students get out their Friends and Family data tables. *Remember when we looked over our big class data table and listed all the true things you could say about the information there?* Draw the students' attention to the chart paper list they made about the class data table. Read the list with the class. Then propose that the students do the same thing, this time with their personal Friends and Family data.

Ask students to study their Friends and Family data tables and to write as many true statements as they can about the information.

Make sure everyone understands that you're interested in seeing some statements that make comparisons, rather than having all the sentences state one fact, such as, "Billy is 12," or "Mom has two sisters." Remind the students of words that will help them compare pieces of data, such as *more, fewer, older, youngest, taller than,* and *all together.*

Sharing Have students bring their data tables and their written statements to the group area. Ask for volunteers to choose and read one or two of their most interesting sentences.

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Be My Neighbor

Activity
finding a solution to a social problem

Preparation
Obtain a copy of the picture book *Old Henry* by Joan W. Blos.

Time Frame
1 session

Learning Goals
- empathizing with someone who is different
- group problem solving
- comparing solutions to problems

Do neighbors have to be the same to get along? The story of Old Henry helps students see that variety can be the spice of life.

Reading the story Read the story of Old Henry to the class. Discuss the book with the students:
Why didn't the other neighbors like Old Henry?
Were there things about the neighbors that Henry didn't like?
What made Henry leave his house?
What made the neighbors realize they missed Henry?
Can you think of neighbors who are different from you but whom you'd miss if they moved away?

Committee discussions Help the students form "neighborhood committees" of three or four. *Let's say the mayor showed you the letter he got from Henry and asked you to help him decide what to do. Talk with your group members about the situation and come up with a suggestion for how the neighbors could all get along better.* Tell the students that you'd like the different groups to share their ideas later with the whole class.

Sharing Call the class together at the end of the session to discuss ideas. Have a volunteer summarize each group's plan and explain why they think it's a good one. Have the students compare the different plans to see whether there are points of agreement on how to resolve the problem in Henry's neighborhood.

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The Play's the Thing

Activity
selecting an episode to dramatize, and writing and performing a play

Preparation
Gather a collection of children's books featuring friends. See page T10, section titled "Literary Friends" for a list of suggested titles. Write a section of script (see Phase II).

Materials
chart paper, props requested by students, video camera (optional)

Time Frame
Phase I: 1–2 sessions
Phase II: 2 sessions
Phase III: 3 sessions
Phase IV: 1–2 sessions

Learning Goals
- reading
- rewriting a story in script form
- planning and organizing a production
- memorizing a story
- presenting a play

Children's literature abounds with famous friends like Pooh and the gang, George and Martha, Frog and Toad. In this activity, students select a story about some literary friends and produce a play to tell the story.

Phase I: Selecting a Story

Plays about friends Tell the class that over the next several days they will be involved in activities about friends. Propose that as part of this group of activities, small groups of students put on plays about friends they've read about in books.

Help the students form small working groups for the duration of this project. You may want to organize the groups yourself, ensuring that there is at least one fairly strong reader in each group. Tell the students that they'll be spending a number of days on this project, first selecting a story, then writing a script, making props, practicing their lines, and finally putting on the play for the rest of the class.

Story selection *Our job for today is for each group to pick out a story that they'd like to make into a play.* Point out the collection of books you've gathered about literary friends. Show the class

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how the books are divided into short stories or chapters. Invite the students to work with their groups to read several books about different characters, then to choose one short chapter or story to make into a play.

Tell the students that as they are reading and deciding on a story, they should also be thinking about who the characters in each chapter are. *You'll want to pick a chapter or story that has enough characters so that everyone in your group has a part. Some stories might need a narrator who reads parts from the story that aren't spoken by one of the characters.*

Allow plenty of time for groups to read together and decide on a story. Depending on your class, you may need to devote two sessions to this portion of the project.

Post a piece of chart paper. As groups decide on the story they wish to produce, have them tell you the name of the characters and the episode they've selected.

Group	Friends
Heather, Joan, Pablo	Frog and Toad
Tyler, Kelly, Lana	George and Martha
Ravi, Sarah, Denny	Pooh and Piglet

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Phase II: Casting and Scripting

Introducing scripts Once all the groups have selected stories to work with, bring the class together to introduce the next phase of the project. Tell students that their next task will be to decide who in their group will play what part, and to write a script for their play telling what each actor will say.

Talk to the students about what a script is. *A script shows all the lines for the play, and who says each line.* Show the students an example such as the following, written on the chalkboard or on chart paper:

Narrator: It was a bright, sunny morning when Frog ran into Toad on the wooded path.

[Frog and Toad are walking toward each other. They don't notice each other until they bump together.]

Frog: Good morning, Toad! How are you?

Toad: Hello, Frog. I do believe I've gotten up on the wrong side of the bed.

Point out that a script lists the character's name just before the lines he or she says. Talk about the role of a narrator, and tell the students that their stories may or may not need a narrator. They can decide this for themselves.

Point out that some scripts also give directions to the actors so they'll know what to do on stage. Call attention to the bracketed stage direction in the example you have written. *If you want, you can put directions into your script so you remember what each actor is supposed to be doing.*

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Writing scripts Tell the students that they will have two class sessions to write their scripts. *You'll need to work in your groups to make your scripts, and find a way to share the work. Remember to decide which group member will play each role.*

As the groups work, circulate to check on their progress. Give assistance where needed to help the script-writing task go smoothly.

FYI The task of writing a script will be challenging, to say the least. It's possible that some groups may not produce a finished script at all, but the process will be valuable nonetheless. A great deal of systematic thinking and cooperative work among group members will go on, whether or not a successful script is the end result. Even without a script, most groups will be able to go on to improvise their plays successfully, since the stories they're using are short and simple.

Phase III: Props and Rehearsals

Practice makes perfect Let the students know that they will have several working sessions in which to make any props they need for their plays, and to practice their plays.

Make an assortment of materials available as students create their props.

Designate several areas of the classroom as practice areas. Groups may run through their plays several times to get familiar with their lines and actions.

Clinic

Speaking Skills

Call clinics for students who feel they need help speaking loudly and clearly. Demonstrate how much easier it is to understand a speaker when he or she is facing the audience rather than facing away from them, speaking slowly rather than fast, and enunciating clearly rather than running the words together. Encourage students to think about what they are saying when they speak rather than rattling off memorized lines. Give students a chance to practice these tips in a small, relaxed group.

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Phase IV: Presenting the Plays

Audience tips Before beginning the plays, talk with the class about appropriate audience behavior. Ask the students to watch and listen attentively while they are audience members, just as they would wish to be attended to when it is their turn to perform.

Actors' tips Remind everyone to speak in a clear voice loudly enough for the audience to hear. Also, remind students that it's important for actors to stay in character until the play is over, and not to get silly if something unexpected happens.

Action! Let one group at a time come to the front of the room and get their props ready. The group should let you know when they are ready to begin so that you can get the audience's attention.

Depending on the number of plays to be put on, this phase may take your class one or two sessions.

If you'd like, videotape the plays for the class to enjoy again later.

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You Are What You Eat

Activity
making a food pyramid collage

Preparation
Make copies of The Food Guide Pyramid (p. 72), 1 per student. Bring in one or two food boxes that show the Food Guide Pyramid.

Materials
construction paper, magazines or newspaper inserts with pictures of food, scissors, glue

Time Frame
1 session

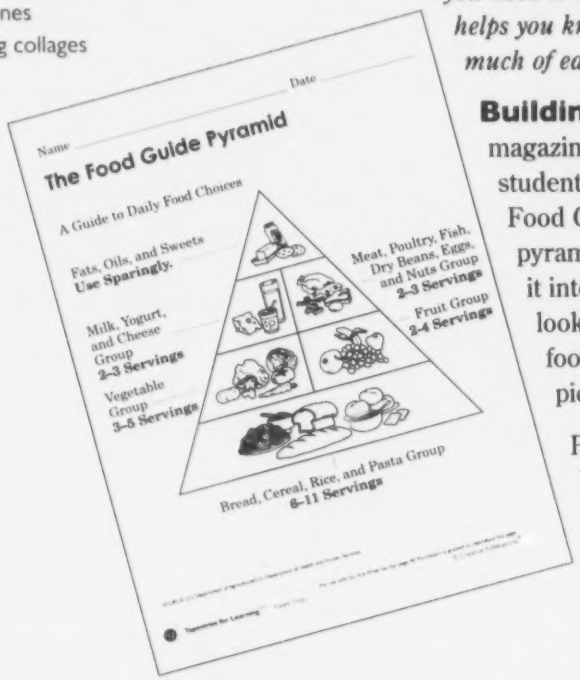
Learning Goals
- classifying
- learning about nutrition guidelines
- making collages

Part of knowing ourselves is knowing how to take good care of ourselves. Students learn about building healthy diets by getting to know the structure of the Food Guide Pyramid.

Introducing the pyramid Show the class the food boxes you've brought in, and point out the diagram of the food pyramid. *Have you seen this picture before? What is it?* Have the students share what they know about the food pyramid. Briefly discuss each section of the pyramid in terms of nutritional value.

Hand out copies of Food Guide Pyramid for students to refer to. Go over each of the food categories and the number of recommended servings per day. Ask students to name several foods that would fit in each category.

Why do you think a pyramid is a good way to show these guidelines? Point out that as you go up the pyramid, you need fewer servings of each successive food group. *To stay healthy, you need to eat healthful foods. The pyramid picture helps you know what types of foods to eat and how much of each you should have.*


Name _____ Date _____

The Food Guide Pyramid

A Guide to Daily Food Choices

Fats, Oils, and Sweets
Use Sparingly.

Milk, Yogurt, and Cheese Group
2–3 Servings

Vegetable Group
3–5 Servings

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group
2–3 Servings

Fruit Group
2–4 Servings

Bread, Cereal, Rice, and Pasta Group
6–11 Servings

Building pyramids Show the class the magazines that you have collected. Have the students pair off, and ask each pair to make a Food Guide Pyramid of their own by cutting a pyramid out of construction paper and dividing it into the appropriate sections. Then they can look through magazines to find pictures of foods that fit in each category and glue the pictures onto their pyramids.

Post the students' pyramids in the room or hallway when they are finished.

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What's for Lunch?

Activity
planning a day's menu

Time Frame
1 session

Learning Goals
- planning healthful menus
- following nutritional guidelines
- keeping running totals

Planning a day's menu that follows the food pyramid guidelines is fun and challenging, and makes us wish it were a little closer to lunchtime, too!

Your job today Propose to the class that now that they're familiar with the food pyramid, they use their knowledge to plan some healthful menus. *Suppose you were in charge of figuring out what to feed your family for one day. You want to meet all the food pyramid requirements about how many servings of different foods to have.*

Challenge the students to each come up with menus (including three meals and snacks) for one day that would fulfill all the requirements set out in the food pyramid. *Write out your menus, telling what you would have for breakfast, lunch, and dinner, plus any snacks you want.*

Suggest to the students that they also attempt to make each individual meal on their menu as appealing and balanced as they can. For instance, bread, rice, and pasta wouldn't be a balanced meal, since it includes foods from only one group.

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Assessment Opportunity

This activity will help you assess your students' abilities to classify foods, identify healthful choices, and follow nutritional guidelines while creating a menu.

Assessment Criteria If you are using this activity as an assessment, let the students know before they begin work that you are interested in finding out

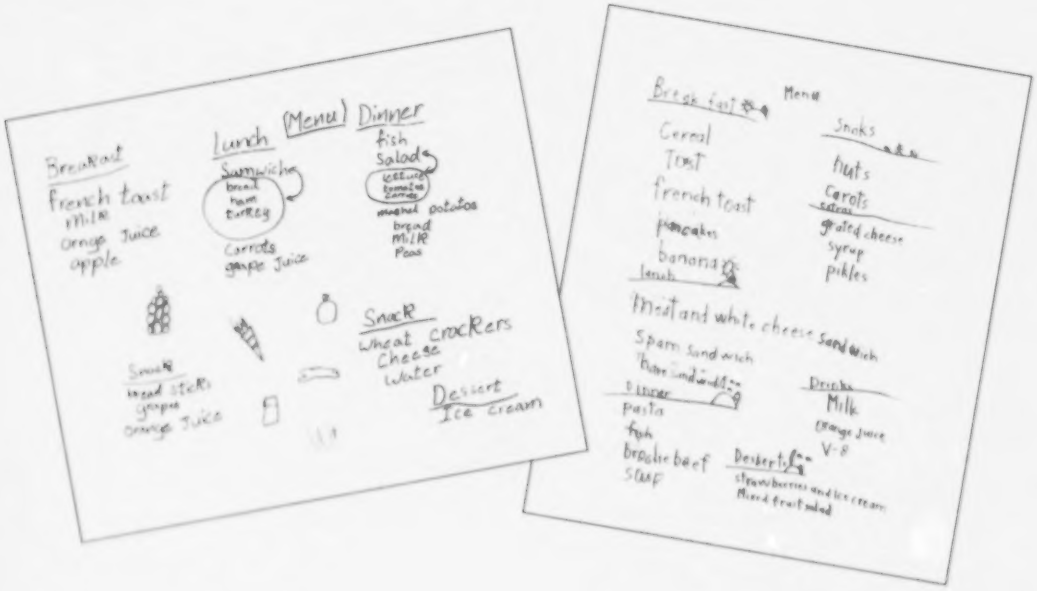
- if their menus include a variety of foods
- whether the meals they plan are balanced and interesting
- whether their menus for the day fulfill the food pyramid guidelines

Scoring Rubric

Low Response The student may have planned a complete day's menu, but has not paid attention to the food pyramid guidelines or to planning balanced meals. Some healthful foods are included, but many sweets have been included as well.

Medium Response The student offers a complete day's menu, and makes an effort to put together balanced meals. The food pyramid guidelines have been considered, but the menu comes up short in several food categories. The menu as a whole may lack variety.

High Response A complete and balanced day's menu is offered, and all of the food pyramid guidelines have been met. The student suggests an interesting variety of foods to create an appealing day's menu.



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The Daily Workout

Activity
figuring out how much exercise one gets each day

Preparation
Make copies of Daily Exercise (p. 73), 1 per student.

Time Frame
1 session

Learning Goals
- defining exercise
- identifying ways of getting exercise
- estimating amounts of time

Taking care of ourselves includes getting enough exercise to keep our bodies healthy. Students share their daily routines, thinking about how much exercise they get throughout the day.

Introducing the activity *In the past few days, we've talked about how eating well is an important part of keeping your body healthy. Exercise is another way of taking care of yourself.* Ask the students to define the term *exercise,* and have them list examples of ways they get their exercise.

Distribute copies of Daily Exercise and go over the page with the class. Have students use the form as a guide for thinking through their daily routines and identifying the parts of their day when they get some form of exercise. Students should record, for each part of the day, any exercise they typically get at that time.

Sharing When students have completed their work, bring the group back together to share ideas and information. Ask the students to estimate the amount of time they spend doing active things during the day and the amount of time they spend doing passive things such as watching television. *How many of you think you get enough exercise each day? What if someone wasn't getting enough exercise? What could that person change about the daily routine in order to be more active?*

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Heart-Rate Tests

Activity
conducting a heart-rate experiment

Preparation
Make copies of Heart-Rate Tests (p. 74), 1 per pair.

Materials
stopwatches, or watches with sweep second hands.

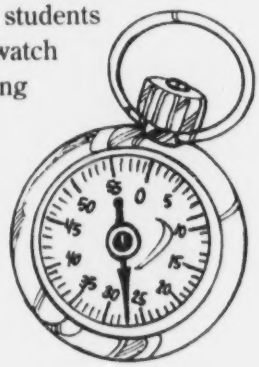
Time Frame
1 session

Learning Goals
- conducting experiments
- measuring time in seconds
- taking a pulse
- counting
- comparing numbers
- making hypotheses

Sitting, walking, running—how does each activity affect your heart rate? Does your heart beat slower or faster when you're more active?

Heart rates Tell the students that today they will do some experiments about heart rate. Make sure they understand that heart rate is the number of times your heart beats in a certain amount of time.

Counting heart beats Show the students how to find their pulse, either on their wrist or under their jaw. Be sure to tell them to feel for their pulse with their index and middle fingers, not their thumbs. Have the students practice counting their pulse beats as you watch the clock for 30-second intervals, announcing start and stop times. Ask the students to share their counts.



Experimenting Help the students pair up for the experiment. Give each pair a stopwatch or a watch with a sweep second hand (or have students use the classroom clock if it has a second hand) to time their experiments.

Distribute copies of Heart-Rate Tests, and go over the sheet with the students. Partners should take turns in the roles of timer and heart-rate counter. For each level of activity, they should record their 30-second heart rates.

Hypothesizing Bring the class together at the end of the session to discuss their ideas about how exercise affects heart rate. *What happened to your heart rate as you were more active? Why do you think this is so?*

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All Kinds of People

Activity
brainstorming ways in which people are alike and different

Preparation
Obtain a copy of Peter Spier's picture book *People*.

Time Frame
1 session

Learning Goals
- brainstorming
- listing human characteristics
- making comparisons

Through the spectacular picture book *People* by Peter Spier, the class gets an important message: we're all unique individuals, deserving of each other's respect and tolerance.

The teaser Show the class the book *People*. Read the first page to the class, and tell the students that the rest of the book is about how all people are unique. *Can you believe that there are four billion people on earth, and that each person turns out to be different from the rest?*

Tell the class that before you read the rest of the book, you're interested in finding out how many ways they can think of that people the world over are similar and different. *How many ways do you think you can find to compare people? Do you think they're alike in more ways, or different in more ways?*

On their own Have students record all the similarities and differences they can think of. They may use any combination of words, pictures, or charts to convey their ideas.

FYI In addition to being an opportunity to examine students' analytical thinking skills, this activity may allow you to identify racial, physical, or cultural biases students have. Identifying biases or misinformation in the students' thinking will help you more effectively target and address these ideas.

Sharing To end the session, bring the class back together to enjoy the rest of the book *People*. Afterward, have the students share some of their own ideas about how people all over the world are similar and different.

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Beautiful Colors

Activity
mixing colors to match one's skin tone

Preparation
Obtain a copy of the picture book *All the Colors of the Earth* by Sheila Hamanaka. Prepare small containers of tempera paint (black, white, brown, red, yellow, blue, green), 1 set for each work area.

Materials
paint, paintbrushes, white paper plates, containers of water

Time Frame
1 session

Learning Goals
- observing individual differences
- mixing paint to obtain a given color

People come in all sorts of beautiful shades and tones. In this activity, students gain an appreciation for the diversity of the human palette.

FYI Antibias educators believe that it's beneficial to address issues such as skin-color differences directly rather than ignoring them. Since children have obviously already noted these differences among themselves and others, and children of color may already have encountered discrimination based on race, teachers who explore these issues with their students can have a great and positive impact. This activity highlights the individual nature of skin tones, even among members of the same racial group.

Beautiful colors Read the book *All the Colors of the Earth* to the class and lead a follow-up discussion about it. *One of the things that makes us unique and special is the tone of our skin. Each of us has a different skin tone, even if at first they look very similar.*

Help the students form two circles, one inside the other, with equal numbers of students in each circle. On your cue, have the outside circle move around in one direction while the inside circle moves in the other. When you signal stop, students from the inside circle should face the person from the outside circle who is nearest them. *Compare your skin tones. Take a close look. Are they exactly alike?* Repeat the exercise several more times. Students are likely to begin to realize that their skin tones are actually unique, even as compared to someone of similar color.

Mixing colors Point out the paints that you have set out at each work area. *The author of the book* All the Colors of the Earth *used paints to show the many beautiful colors of skin. I've prepared some paint so that you can experiment with that too.* Challenge the students to experiment with the paints, trying to mix a color that is close to their own skin tone. Warn them that it won't be easy, and that they'll probably need to do a lot of starting over.

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Students may use paper plates as their palettes, mixing colors on them in small amounts and starting over in a different area of the plate when necessary.

Students who finish early may like to pair up and try to mix a color for their partner's skin tone.

Friendship wreath If you'd like, have each student trace one hand on white paper and cut it out, painting it with the color he or she has mixed. When the painted hands are dry, form them into a ring to form a friendship wreath. Hang the wreath on your classroom door, with a message welcoming visitors to your room.

Sharing Follow up the color mixing with a discussion of the process. *Was it hard or easy to mix the colors? What kinds of problems did you have? How did you figure out what colors to use and in what amounts? What colors did you need to mix your skin tone?*

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Word Searches

Activity
solving and making word-search puzzles

Preparation
Make copies of Word Search (p. 75). Make copies of My Word-Search Puzzle (p. 76), 1 per student.

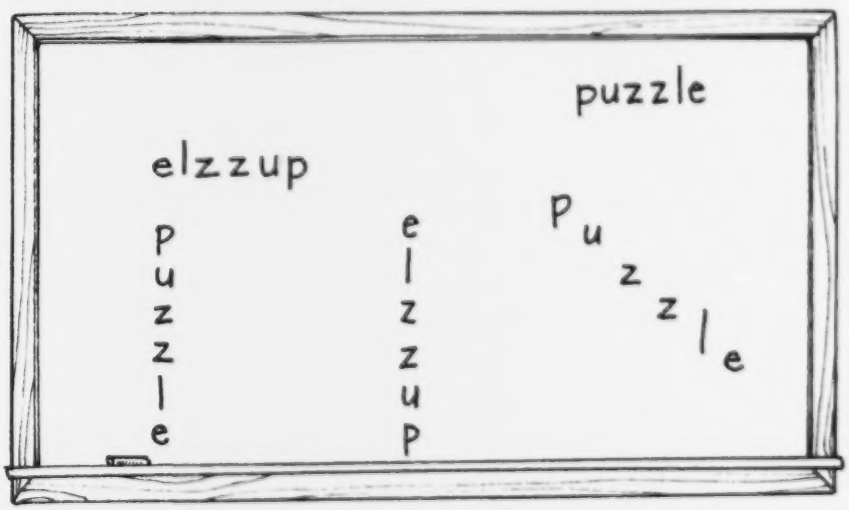
Time Frame
Phase I: 1 session
Phase II: 2 sessions

Learning Goals
- spelling
- locating words in a grid of letters
- identifying common letters in words

Students solve a simple word-search puzzle, then get to work creating puzzles of their own.

Phase I: Solving a Word-Search Puzzle

Introducing word searches Distribute copies of Word Search to the students. Read through the list of words shown at the top of the page, then direct the students' attention to the letter-filled grid below it. *Each of the words on this list is hidden somewhere in the puzzle at the top. The words can be hidden forward, backward, from top to bottom, from bottom to top, or diagonally.* As an example, write the word "puzzle" on the board in each different format.



Tell the students that their challenge today is to find all the hidden words. *When you find each word, circle it in the puzzle grid, and cross it off the list at the top of the page.*

To work! Allow the students to work on their puzzles at their own rates and in their own ways. Students will take various approaches, and it will be interesting to observe them at work.

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Phase II: Our Own Puzzles

Introducing the activity Remind students of the word-search puzzles they worked on recently. *Here's a chance for each of you to make a word search of your own to put in your time capsules. How would you make a word-search puzzle? What would you need to do?* Students may mention some steps such as making a list of words, hiding them in a grid, trying to overlap some of the words, writing them in different ways—forward, backward, and so forth, and keeping track of which words have been hidden.

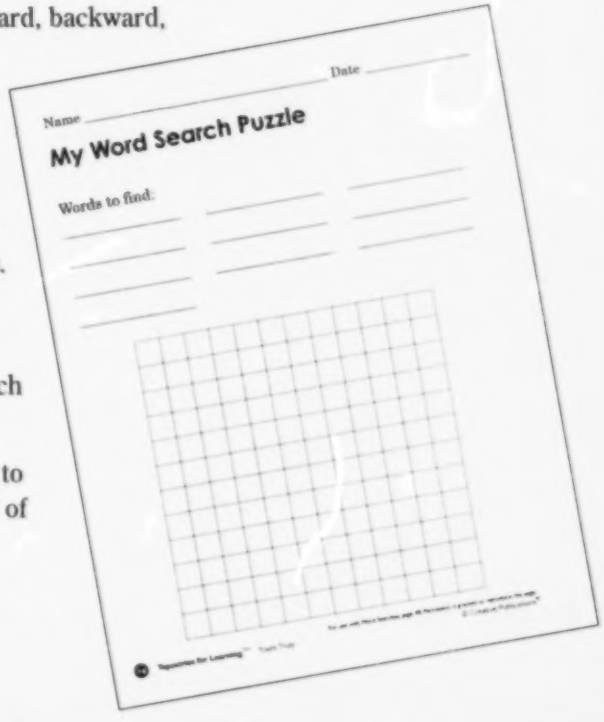
Making the puzzles Distribute copies of My Word Search Puzzle. Draw students' attention to the directions at the top of the sheet. Tell them that they first need to make a list of words to feature in their puzzles. *Since your time capsules will be filled with items that tell about you, you should make all of the words in your puzzles about yourselves.* Suggest that students each think of 10 words for their puzzle. The words could be names of family or friends, types of pets, favorite sports or hobbies, favorite colors or foods, and the like.

When students have made a list of words for their puzzle, they may start "hiding" them in the empty grid. Students may not have realized that to create a word search, the author starts with a blank grid, arranges the words in it, and then fills the leftover spaces with decoy letters.

Remind the students that the words may go forward, backward, down, up, or on a slant. Tell them to keep track of their list so that they hide all of the words somewhere in the puzzle before filling in the decoy letters. Note that they should not cross off the words as they hide them, since the lists must be readable five years from now when they open their capsules and want to solve the puzzles.

Trading puzzles If you wish, make one photocopy of each student's completed puzzle. Then the class may trade word searches, with each student trying out a classmate's puzzle.

Save the original My Word Search Puzzle papers to be put into the students' time capsules at the end of the unit.


Name _____ Date _____

My Word Search Puzzle

Words to find:

Clinic

Printing Skills

It's important that students create puzzles that are readable. Now is a good time to call a clinic for any students who still have difficulty forming legible letters of the alphabet in upper and lower case. Give students lined writing paper on which you have written the letters that are posing problems, and have the students first trace the letters and then practice forming them on their own.

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My Family

Activity
drawing and writing about family members

Materials
drawing paper, markers or colored pencils

Time Frame
1–2 sessions

Learning Goals
- drawing people
- writing about family pastimes
- appreciating family members

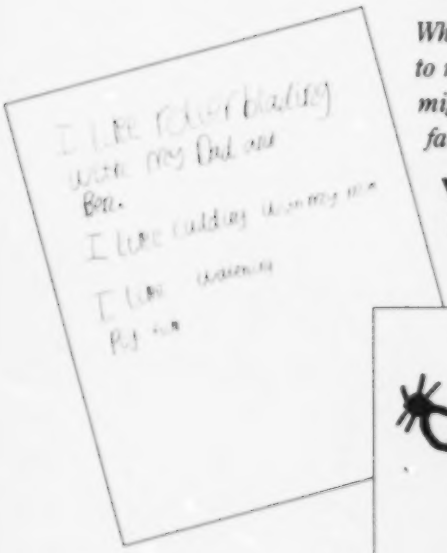
Students make "family album" pages for their time capsules, and write about what they enjoy doing with each family member.

Family portraits Propose to the students that they each draw a colorful picture of their family to go in their time capsule. Students who have pets may want to include them in the portrait as well. Discuss the many different kinds of families, ranging in size from one adult and one child to large extended or blended families. Students may want to define families as the people they live with—each can decide whom to include for this activity.

Favorite pastimes *Think about some things you enjoy doing with each different member of your family. You probably have certain things you really like doing with your brother, for instance, and different things you enjoy doing with your mom.* Ask the students to write, on a separate sheet of paper from their family portrait, one or two of their favorite things to do with each different family member.

When you open your time capsule five years from now, it will be fun to read this paper. By then, you will have changed a lot, and you might enjoy completely different activities with the people in your family.

Work time Allow plenty of time for students to work. Depending on your class, this activity may run to two sessions. .



Sharing If you wish, bring the class together at the end of the activity. Students may share their drawings of their families, and highlight their favorite activities with each family member.

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Personal Symbols

Activity
exploring symbolism

Time Frame
1 short session, plus homework

Learning Goals
- brainstorming symbols
- finding an item to symbolize oneself

Students explore the idea of symbolism, then think about what objects they might use to represent themselves.

Symbols Talk with the class about the meaning of the word *symbol*. Tell them that a symbol is an object chosen to stand for, or represent, something else. For instance, the American flag and the eagle are symbols of the United States. *Some states have chosen certain birds, flowers, or animals to serve as symbols.* Ask students if they know what your state symbols are. These symbols are chosen because they are typical, or representative, of an area.

Let's think about our class. What do you think of when you think of this room and the people in it? Have the students share impressions and characteristics of the class, and suggest possible symbols that could be representative of the class. For instance, there may be a particular game, activity, or character that is universally popular in your room right now that students associate with the class.

Symbols of ourselves *Suppose you were going to pick a symbol to represent yourself. What are some of the most important things about you, or some of your favorite things? I'm going to ask you to think about this for a few days. Look around at home for something that is symbolic of you. You're each going to include one item in your time capsule that is a symbol of yourself. When you find an object that will be your symbol, bring it in so you can include it in your time capsule.*

Remind students that the time capsules will be sealed for a long time, so the symbols that they choose should be objects they are willing to part with for that long.

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The Important Thing

Activity
writing about one's important qualities

Preparation
Obtain a copy of the picture book *The Important Book* by Margaret Wise Brown.

Time Frame
1–2 sessions

Learning Goals
- writing descriptions
- reflecting on one's special qualities

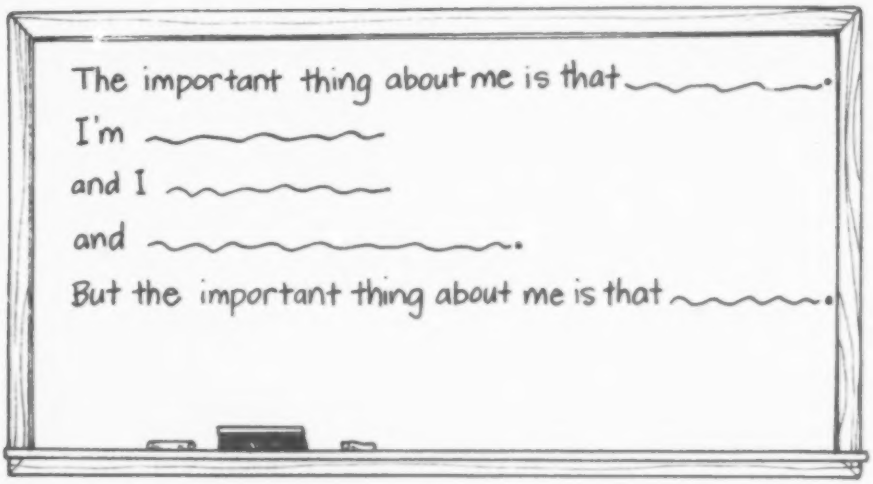
A classic picture book by Margaret Wise Brown provides the springboard for this writing activity.

Reading the story Read *The Important Book* aloud to the class. Talk with the students about the pattern of the book. For each item, the author has determined what she feels is its most important feature. She uses this feature for the first sentence, and repeats it in the last. In between, she describes several other important characteristics.

Important qualities *Now you are each going to write a page for your time capsule telling what's important about you. You'll use the same pattern that's in this book. Each of your pages will start with, "The important thing about me is that. . ."*

Ask the students to think about what some of their most important qualities are. *Remember, pick the thing about you that you think is the most important, that makes you really special. Use that one for your first and last line. In between, tell about some of your other important qualities.*

You may want to copy a frame for this writing activity onto the chalkboard for the students' reference.



Students who would like to may read their pieces aloud to the class. Since this activity is of a personal nature, some students may prefer not to share their work.

Save the students' work for inclusion in their time capsules.

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Time-Capsule Plans

Activity
planning for the safekeeping and opening of a time capsule

Preparation
Make copies of Time-Capsule Plans (p. 77), 1 per student.

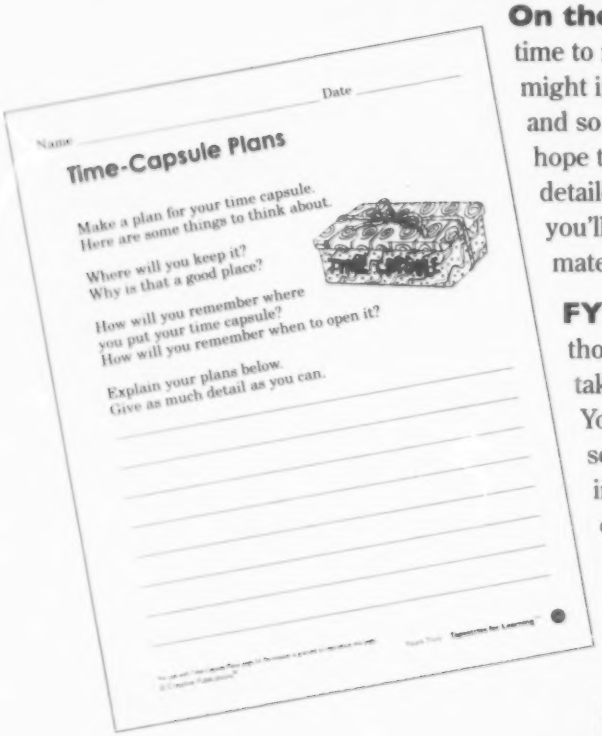
Time Frame
1–2 sessions

Learning Goals
- organizing realistic plans
- writing
- making a map

In this activity, students make plans for their five-year time capsules. Where will they keep the capsule? In plain view? How will they remember when to open it?

Questions to consider Tell the class that in a week or so they will get their five-year time capsules ready to take home. *Remember, when you take your capsule home, you'll need to put it away somewhere for five years. Today we're going to make plans for the capsules so you'll know where to find them in five years, and so that you'll remember when the time comes to open them.*

Distribute copies of Time-Capsule Plans to the students and go over the text with them. *As you make your time-capsule plan, you'll need to consider each of these questions. Your plan should include a solution for each problem.*


Name _____ Date _____

Time-Capsule Plans

Make a plan for your time capsule.
Here are some things to think about.

Where will you keep it?
Why is that a good place?

How will you remember where you put your time capsule?
How will you remember when to open it?

Explain your plans below.
Give as much detail as you can.

On their own Give the students plenty of time to record their plans. Some students' plans might involve making maps, calendars, notes, and so on. Let the students know that you hope they'll come up with complete and detailed plans that will really work, and that you'll allow time for the preparation of any materials their plans involve.

FYI Depending on the complexity and thoroughness of their plans, this task will take students varying amounts of time. You may want to set aside two class sessions for the activity, allowing interested students to continue on their own time if need be.

Sharing Get together at the end of the planning sessions to have students share their plans.

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Remember When

Activity
recording memorable moments

Materials
scissors, envelopes

Time Frame
1 session

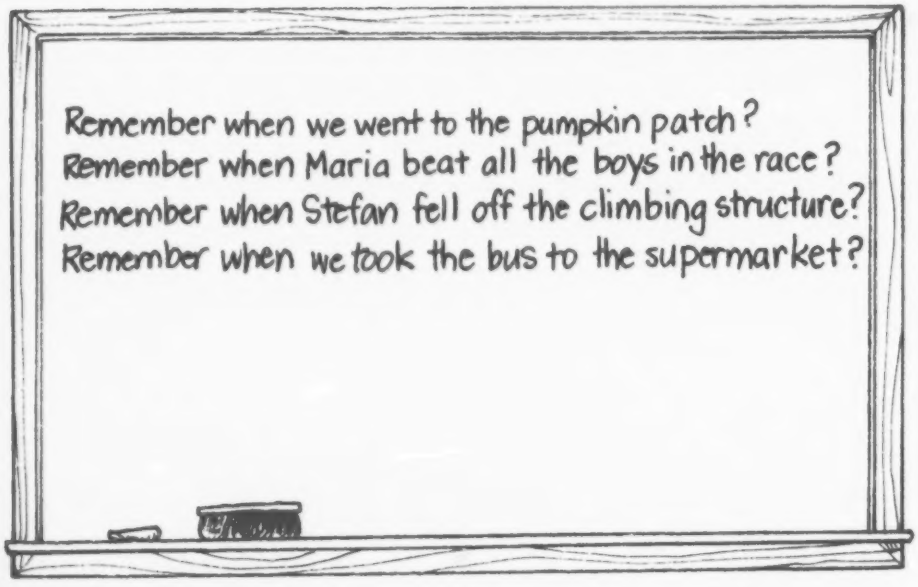
Learning Goals
- writing
- recalling personal experiences

In this activity, students record several memorable experiences. Will they still recall them when they open their time capsules five years from now?

Class memories Ask the students to name some memories they have of this school year and to start each line with, "Remember when. . ." Record the memories on the chalkboard.

Personal memories Ask the students to think of some "remember when" memories they have of their own lives and families. Talk about the different types of memories students might have: funny, scary, exciting, sad. *It's time to write some "remember whens" to go in your time capsules.* Let the students know that these will be the last items they'll be making to include in their time capsules.

Ask each student to cut a sheet of paper into five strips. *On each strip, record one "remember when." For now, you'll keep your remember-when slips in envelopes. When it's time to prepare your time capsules, you'll fold each slip and put it in separately, so that the slips are sprinkled all over the inside of the capsules. When you open your capsule in five years and start taking items out, every once in a while you will come across a "remember when."*


Remember when we went to the pumpkin patch?
Remember when Maria beat all the boys in the race?
Remember when Stefan fell off the climbing structure?
Remember when we took the bus to the supermarket?

Distribute envelopes, one per student, for temporary storage of the "remember when" slips. Keep the envelopes with the growing collection of time capsule memorabilia.

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The Perfect Size

Activity
constructing a model of a box

Preparation
Make copies of Box Builders (p. 78), 1 per student. Sort the time capsule items into separate groups by student. Contents should include self-portraits, timelines, ID cards, predictions, friends' pictures, measurement cards and strings, word searches, The Important Thing writings, symbolic objects, family portraits and writings, and "remember when" slips.

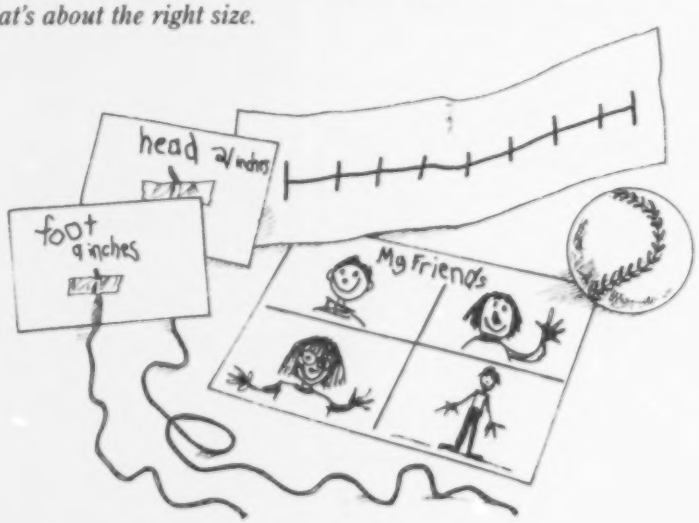
Materials
construction paper or tagboard, scissors, tape, rulers

Time Frame
2 sessions

Learning Goals
- measuring
- using visual thinking
- building geometric models

Students gather all the items that will go in their time capsules. After doing a visual estimate of the bulk, each student then makes a model of a box he or she believes is about the right size for the capsule.

Planning the boxes Get the class together and pass out the time capsule contents that you've sorted, so that each student has all the items for his or her time capsule. *You're each going to need to find a box to hold your time capsule things. I'm going to ask you to look around at home in the next day or two to find a box that's about the right size.*



Suggest to the students that there may be only one or two boxes available to them at home, and that these may be a bit too large or too small for the capsule contents. *Today, it's time to experiment with some materials and build what you each think would be the perfect size box to hold the time capsule contents.* Note that these boxes will be models because the building materials won't be strong enough to actually serve as time capsules, but that you're interested to see how the students go about measuring and building their boxes.

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Distribute Box Builders and go over the sheet with the class. Ask that when students have completed work on their box models, they make a recording to explain the size of the box, how they decided on the size, and how they made the box.

Under construction Allow the remainder of the session and an additional class session for students to work on the activity. Make construction paper or lightweight tagboard, scissors, tape, and rulers available. As students work, circulate to observe the various approaches they take.

As students finish their box models, remind them to complete their written recording on the Box Builders form.

Homework Ask each student to bring from home a box in which to store his or her time capsule contents. Boxes should arrive at school in time for the activity Bring a Box.

Clinic

Measurement

Call a clinic for students who are having trouble measuring the boxes they constructed, whether with standard or nonstandard measuring tools. Demonstrate the importance of aligning their measuring tools with the dimensions they are measuring. Show them how to write their measurements by giving the number and the unit (cubes, inches, and so on).

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Assessment Opportunity

This investigation will help you observe a number of skills in action. To complete the task successfully and accurately, each student will need to find a way to assess the physical bulk of the time capsule contents and translate it into a container of appropriate size. In building the boxes, the challenge lies in constructing a three-dimensional model from two-dimensional materials.

Assessment Criteria If you are using this activity as an assessment opportunity, let the students know before they begin work that you are interested in finding out

- how they construct their boxes so that they're the right size
- whether their boxes actually hold all of their time capsule contents
- how clearly they explain their processes in writing

Scoring Rubric

Low Response The student has not succeeded in building a box, or has built a box that is significantly too large or small for the items it is meant to hold. The recording shows no final box measurements, and the description of the student's process is limited.

Medium Response The student has built a box that is about the right size for the time capsule contents, although the construction may not be perfect. The written response indicates that the student used estimation rather than actual measurement of the time capsule contents. The written response may lack measurements or other detail.

High Response The box is the right size for the time capsule contents. The student measured carefully prior to building the box and was successful in translating those measurements into a workable model. The written response faithfully relates the processes and strategies used to measure the time capsule contents and construct the box.

In-Class Displays and Family Previews

Activity
sharing and appreciating time capsule contents

Time Frame
1 session

Learning Goal
- reviewing and discussing the work of others

Students take this opportunity to display pieces of their time capsules to classmates. It's interesting to see that even though everyone made similar items, each capsule is unique!

The tour Let the class know that soon they'll be packing their time capsules and sealing them up. Suggest that they take this opportunity to show off their work to each other. *It's time for each of you to set out the contents of your time capsule for everyone else to look at. Arrange the items on your desk so they can be looked at easily. If there are pieces you'd rather not share with the class, just put those away for now.*

Give students time to arrange their items. Then, organize a tour during which individuals may wander at their own pace through the exhibits, looking over the work of their classmates.

Wrapping up At the end of the session, bring the group back together to share their thoughts. Questions like the following may spark interesting discussion:
Did you learn something new about somebody?
Can you remember one or two events that were listed on someone else's timeline?
What symbols did you notice that people included in their capsules?
Name one item you saw that looked like the person had worked especially hard on it.

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Family previews Remind the students that once they pack up their time capsules and seal them, they will not open them again for five years. Invite the students to take their time capsule contents home for a preview if they'd like their families to see them before the capsules are sealed.

Leave the decision about whether or not to do a family preview up to individual students. Some may want to keep the contents of their time capsules a surprise until the grand opening five years from now. Others may have told their families a lot about their capsules already, and be excited to show off the contents at this time, and again in five years.

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Bring a Box

Activity
sealing and decorating time capsules

Preparation
Remind students to bring in boxes from home. Collect extra boxes in case students need them.

Materials
decorative materials (for example, construction paper, stickers, foil, wrapping paper, glitter, ribbon, yarn), glue, tape, scissors

Time Frame
1 session

Learning Goal
- designing and decorating containers

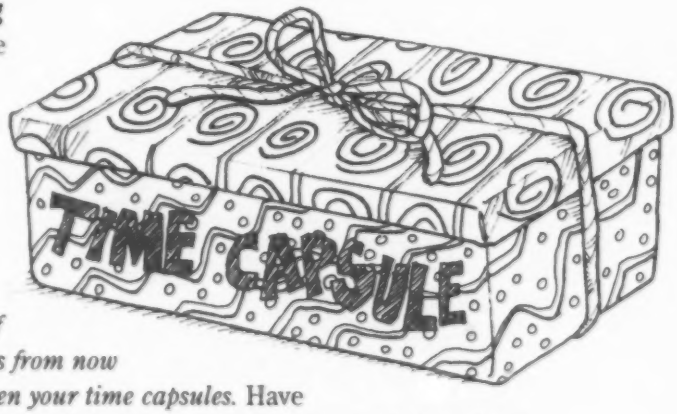
The big moment has arrived! Students pack and seal their time capsules and decorate them with colorful materials.

This is it! Bring the class together and announce that this is it—the day they've been waiting for. *Today you're going to pack all your time capsule items into your boxes. Then you'll wrap up your time capsules and decorate them. Remember, once your time capsule is sealed, you won't open it again for five years!*

Ask students to speculate what they'll be like five years from now. *What grade will you be in? How old will you be? What kinds of things do you think you'll like to do when you're that age?*

The wrap-up Show the students the materials you've collected for use in wrapping and decorating their time capsules. Let them set to work packing the time capsule contents into the boxes. Once boxes are packed, students may begin using wrapping paper, foil, or construction paper to seal them up. The other materials may be used to decorate the boxes once they have been wrapped.

In closing Congratulate the class on their good work during this unit. *I'd love to be with all of you five years from now when you open your time capsules.* Have the students take their time capsules home and store them. Remind them that if they made special materials to help them remember where they put their time capsules or when to open them, they should take those items home today as well.



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Unit Evaluation

Activity
evaluating the unit of study

Preparation
Make copies of Unit Evaluation (p. 79), 1 per student.

Time Frame
1 session

Learning Goals
- giving feedback about activities
- stating opinions

Students reflect on the Yours Truly activities and give their comments and suggestions on the unit.

Reflections Get the class together to get their feedback and opinions on the unit. *Let's think back over all the activities in this unit. What activities can you remember?* Make a list on the board of the activities students recall.

Unit Evaluation Distribute copies of the Unit Evaluation, and talk about what it means to evaluate something. Tell the students that you're interested in their comments on the unit so that you can use their suggestions when you teach it again to a new class.

Read over the form with the class to familiarize them with it. Discuss and explain any items that are unclear to the students. Have each student fill out an evaluation form.

Name _____ Date _____

Unit Evaluation

1. What was your favorite activity in this unit?

2. Which of your time capsule items is your favorite?

3. Is there anything else you would add to the time capsule?

4. What should I change about this unit the next time I teach it?

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Name _____ Date _____

Reading Log

Date	Title	Author	Fiction or Nonfiction

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Twenty Questions Schedule

Look for your name. Find the date next to it.
On that day, bring in your secret object.
Put it in the special carrying bag so no one else sees it.

Name	Day and Date	Name	Day and Date

Name _____ Date _____

Adventure Story Writing Guide

1. Tell what will happen in your story.
   What kind of adventure will you have?

2. Will there be other characters in your story?
   If so, who will they be?

3. Where will your story take place?

4. How will your story start?
   What is the first thing that will happen?

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Name _____ Date _____

Identification Card

Identification Card

Name _____

Birth Date _____

Tape picture here.

Age _____

Height _____

Weight _____

Eye Color _____

Hair Color _____

Address _____

Phone Number _____

84

Fingerprints

☐ left hand

☐ right hand

Fingerprint 1 Which finger? _____

☐ left hand

☐ right hand

Fingerprint 2 Which finger? _____

85

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Name _____ Date _____

Interview Questions

Who is your partner?

_____

Ask your partner the questions below,
and write down the answers.

1. How old are you? _____
2. How many letters are in your first name? _____
3. How many people are in your family? _____
4. How many sisters do you have? _____
5. How many brothers do you have? _____
6. How many pets do you have? _____
7. How many teeth have you lost so far? _____
8. How tall are you in inches? _____

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Name _____ Date _____

Friends and Family Data

Survey 5 to 7 people.
Fill out the information on the chart for each person.

Name	Number of Letters in First Name	Age	Number of Sisters	Number of Brothers	Number of Pets	Height in Inches
81					88	

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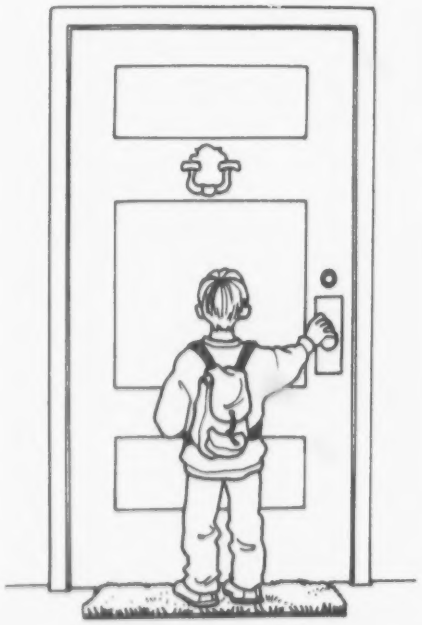
Name _____ Date _____

What If?

1. You go to a friend's house to play after school. Your friend's mom drives you home for dinner. When you get to your door, you realize nobody is home and the door is locked. Your friend's mom has already driven away. What could you do?



2. You are out shopping with your mom or dad. Suddenly, you realize that you don't see your parent. Just a moment ago you were together, but now he or she is gone. What could you do?

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Name _____ Date _____

3. There is a new student in your class. Nobody knows that person very well. One of your best friends has started teasing the new person. Your friend wants you to tease that person too. What would you do?

4. You find a dollar on the playground. You ask your friends, but none of them has lost a dollar. What could you do?

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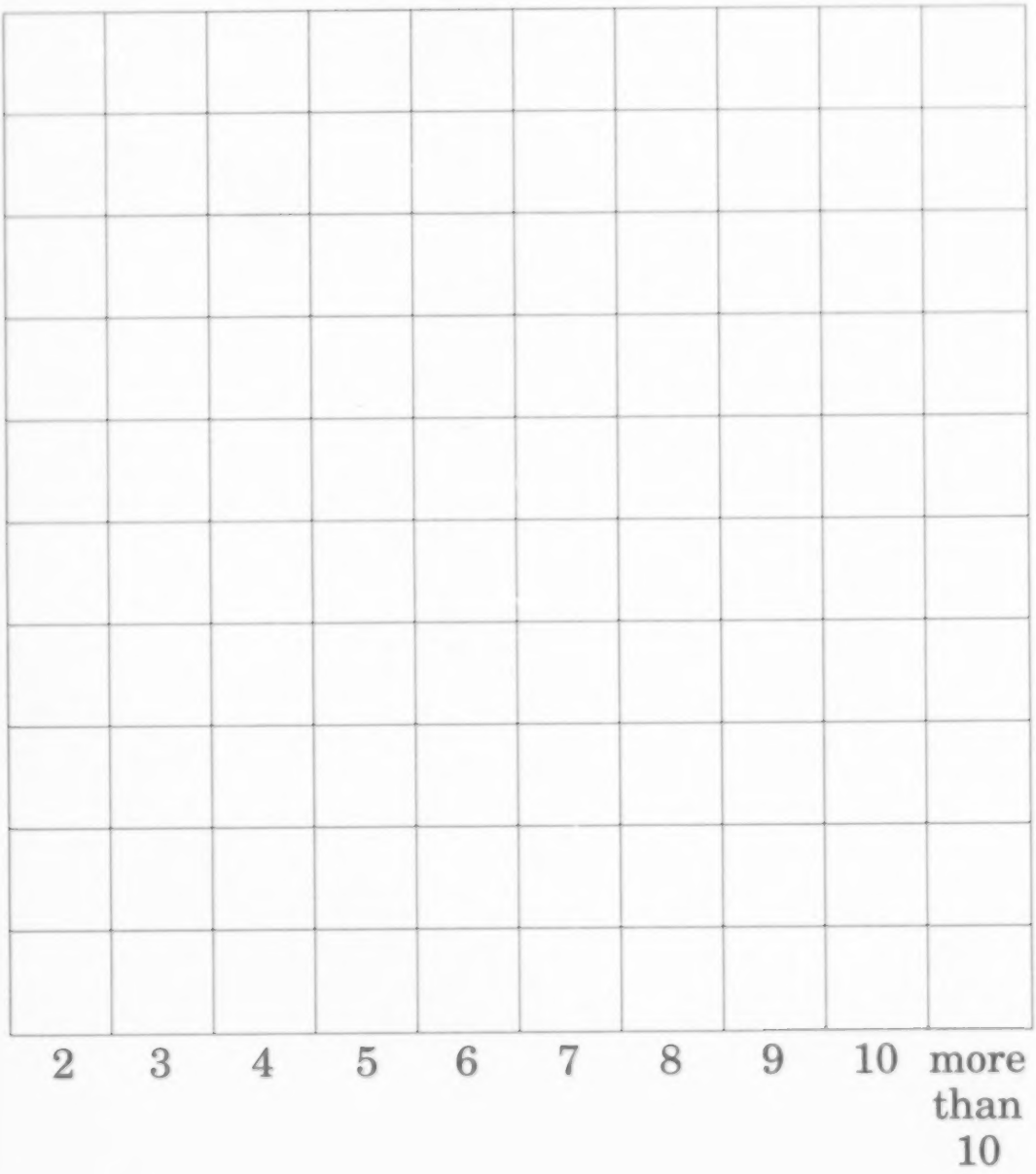
Name _____ Date _____

Letters in Our Names

Use the class data table to see how many letters are in each of our names.
Make a graph to show the data.



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Name _____ Date _____

Put Them in Order

Put the people on your data table in order.
Write their names to show the correct order.

1. Put them in order by how tall they are.

2. Put them in order by their ages.

3. Put them in order by how many sisters they have.

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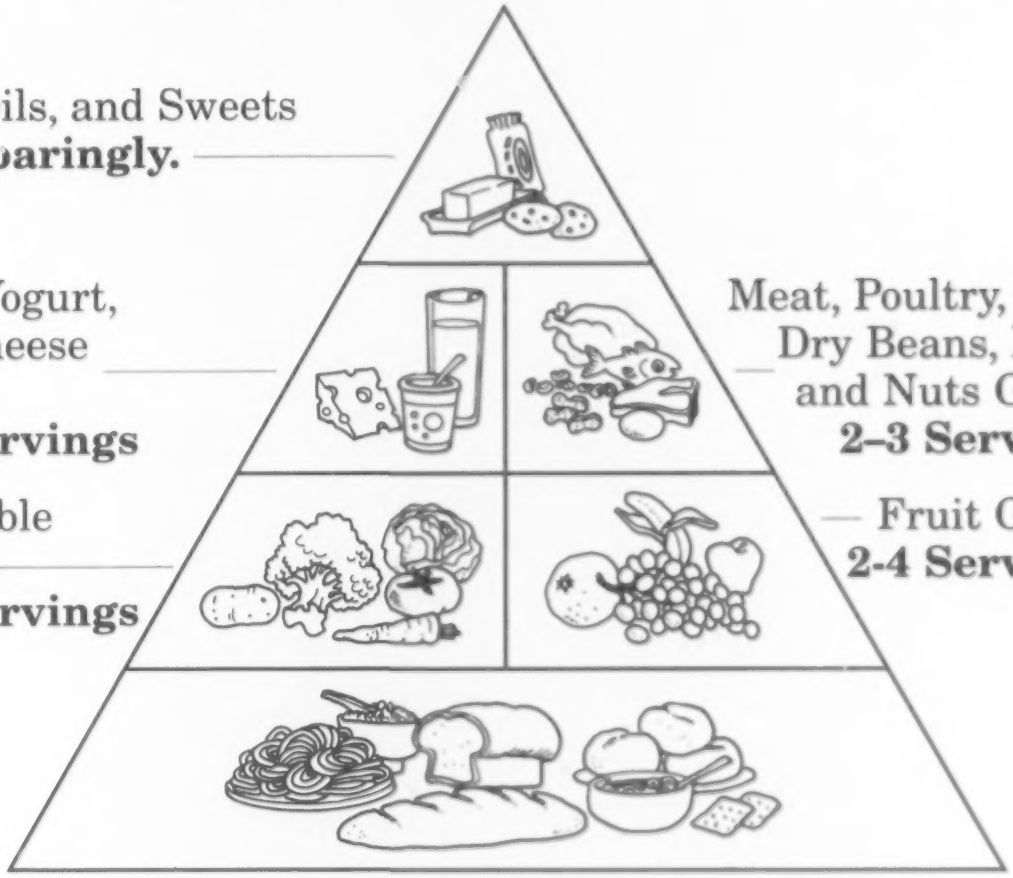
Name _____ Date _____

The Food Guide Pyramid

A Guide to Daily Food Choices



Fats, Oils, and Sweets
Use Sparingly.

Milk, Yogurt, and Cheese Group
2–3 Servings

Vegetable Group
3–5 Servings

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group
2–3 Servings

Fruit Group
2-4 Servings

Bread, Cereal, Rice, and Pasta Group
6–11 Servings

SOURCE: U.S. Department of Agriculture/U.S. Department of Health and Human Services

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Name _____ Date _____

Daily Exercise

Think about each time of day shown below. Tell what you do during that time of day that you would count as exercise.

Before School
At School in Morning
At School in Afternoon
After School
Evening

Do you get enough exercise?

How could you get more exercise?

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Name _____ Date _____

Heart-Rate Tests

	Partner 1	Partner 2
1. **Sit** still. Measure your heart rate for 30 seconds.	____ beats	____ beats
2. **March** in place for 1 minute. Stop. Measure your heart rate for 30 seconds.	____ beats	____ beats
3. **Run** in place for 1 minute. Stop. Measure your heart rate for 30 seconds.	____ beats	____ beats

What happened to your heart rate as your body did more work?

_____

_____

_____

_____

_____

_____

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Name _____ Date _____

Word Search

Words to Find:

home	favorites	friends	sister	mom
family	me	pets	brother	dad

m	f	b	s	t	i	e	r	d	a	p	r
v	o	n	k	l	d	a	d	t	s	d	r
g	o	m	x	p	r	m	x	i	s	t	e
z	s	c	f	a	v	o	r	i	t	e	s
a	p	b	h	c	x	k	e	h	n	f	d
a	e	d	o	b	z	d	t	c	b	g	b
j	t	h	m	e	c	y	s	u	r	o	n
n	s	l	e	r	q	c	i	e	o	f	i
b	a	n	h	r	e	a	s	e	t	a	n
h	f	a	m	i	l	y	e	r	h	l	m
t	d	c	m	t	l	d	i	a	e	t	s
u	o	n	a	s	d	n	e	i	r	f	d

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Name _____ Date _____

My Word Search Puzzle

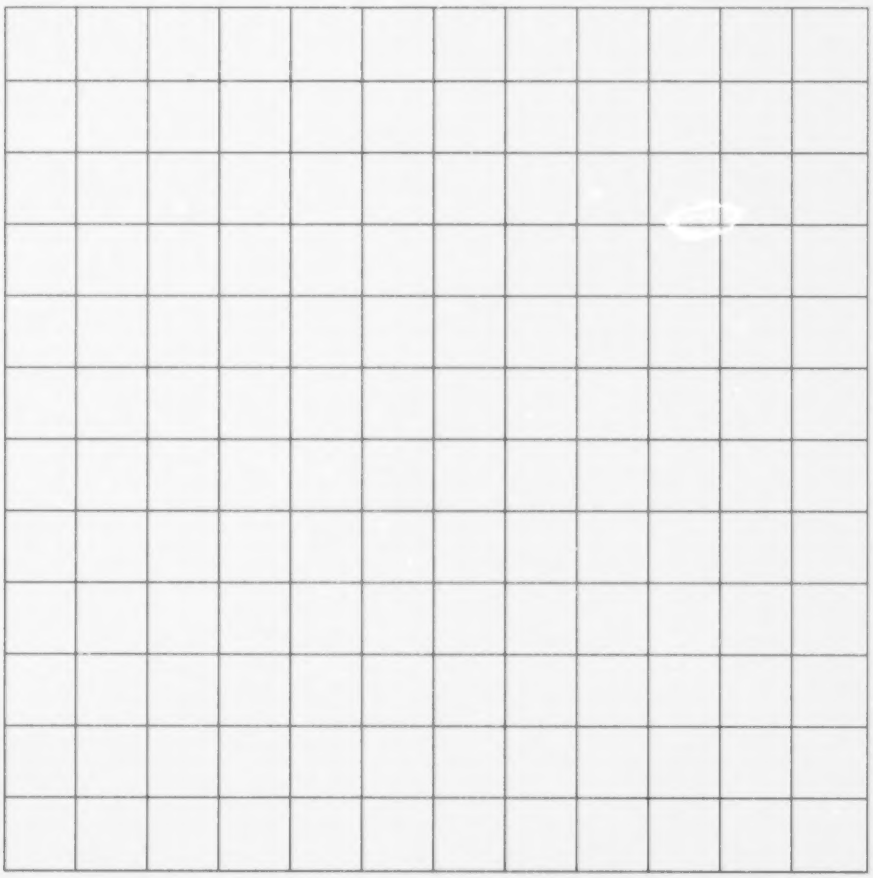
Words to find:

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____



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Name _____ Date _____

Time-Capsule Plans

Make a plan for your time capsule.
Here are some things to think about.

Where will you keep it?
Why is that a good place?

How will you remember where
you put your time capsule?
How will you remember when to open it?

Explain your plans below.
Give as much detail as you can.

_____

_____

_____

_____

_____

_____

_____

_____

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Name _____ Date _____

Box Builders

Make a box that's a good size to hold all the things for your time capsule.

Draw a picture of your box below, and show what its measurements are.

Tell how you decided what size to make your box.

_____

_____

_____

_____

_____

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Name _____ Date _____

Unit Evaluation

1. What was your favorite activity in this unit?

_____

_____

2. Which of your time capsule items is your favorite?

_____

3. Is there anything else you would add to the time capsule?

_____

_____

4. What should I change about this unit the next time I teach it?

_____

_____

_____

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